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ABSTRACT

The study analyzes the attitudes and perceptions of vocational educators with respect to education for the elderly. An open-ended, closed form survey questionnaire mailed to a stratified random sample of vocational educators in Virginia was analyzed. An 80.23 percent return was obtained. Few significant differences were found in comparing the stratification variables of sex, age, vocational service area, vocational education status, geographical location, and vocational education level with attitudes toward the elderly. Vocational educators were found to be somewhat homogeneous in attitudes and perceptions. Vocational educators perceived that the elderly were a proper concern of the profession, and that, for the most part, personnel and material resources were inadequate for the task of working with the elderly. It was found that few programs were being offered for the aged by vocational education as a profession, and that where such programs were in effect they were likely to be adult education offerings in skill development areas with the aged eligible to attend, but such activities were not specifically planned for them. Basically, it was found that vocational educators are sensitive to the needs of the aged, but largely unaware of how those needs can be met within the existing structure of vocational education. (Author)

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A Survey And Analysis Of Attitudes, Available Resources, Capabilities And Potentials Of Serving The Aged In Vocational Education

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Virginia Polytechnic Institute And State University
Blacksburg, Virginia
June 1975

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A SURVEY AND ANALYSIS OF ATTITUDES, AVAILABLE RESOURCES, CAPABILITIES, AND POTENTIALS OF VOCATIONAL EDUCATION IN SERVING THE AGED

Virginia Polytechnic Institute
and State University
Blacksburg, Virginia

Project Director:
Dr. N. Alan Sheppard

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--N. Alan Sheppard

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A SURVEY AND ANALYSIS OF ATTITUDES, AVAILABLE RESOURCES, CAPABILITIES, AND POTENTIALS OF VOCATIONAL EDUCATION IN SERVING THE AGED

Abstract

This study reports the results of a study undertaken to determine the attitudes and perceptions of vocational educators with respect toward education for the elderly. An attempt was made to assess the perceptions of vocational personnel of the adequacy of their resources for potential service to the elderly. Additionally, an effort was made to determine the status of current efforts on behalf of the elderly in vocational education, as well as to ascertain the nature of plans for future offerings in the area.

An open-ended, closed form survey questionnaire mailed to a stratified sample of vocational educators in Virginia was analyzed. Few significant differences were found in comparing the stratification variables of sex, age, vocational service area, vocational education status, geographical location, and vocational education level with attitudes toward the elderly. Vocational educators were found to be somewhat homogeneous as to attitudes and perceptions.

Vocational educators perceived that the elderly were a proper concern of the profession, and that, for the most part, resources, both personnel and material, were inadequate for the task of working with the elderly. It was found that few programs were being offered for the aged by vocational education as a profession, and that where such programs were in effect they were likely to be adult education offerings in skill

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development areas with the aged eligible to attend, but such activities were not specifically planned for them.

Basically, it was found that vocational educators are sensitive to the needs of the aging segment of the population, but largely unaware of how those needs could be met within the existing structure of vocational education.

CHAPTER I

THE PROBLEM

Background Description and Need

One of the tests of any society is how well it behaves toward its elderly. Viewed in this perspective, American society in general, and the educational establishment in particular, do not fare well. As the United States has made the transition from a predominantly agricultural to a largely industrial society, the aging have become particularly susceptible to feelings of uselessness and rejection. Loss of gainful employment through technological changes or compulsory retirement policies, as well as rapidly changing social and cultural practices, patterns of behavior, attitudes and ideals contribute toward the isolation and alienation of the older citizens and to an ever widening generation gap (Mead, 1969). As fears and anxieties grow, many of the older citizens feel themselves no longer adequate to cope with change. Seeking to protect themselves from failure, they withdraw more and more from contact and involvement with situations that are disturbing. Marginal to the society at large, older adults become isolated, disoriented, lonely.

Inadequate education, limited socialization, and depressed economic status place the elderly among the most handicapped groups on the American scene. Despite recent increases in social security benefits, many older persons continue to live at or below poverty level (Kolodrubetz, 1970). According to Kreps (1973) the median income in the United States for all

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persons aged 65 and over is less than half that of those who have not yet reached 65.

The worsening plight of the aging takes on critical significance when viewed in light of current population trends. The United States Department of Health, Education, and Welfare (1975) reports that in 1970 one in every ten persons in the United States was over sixty-five years of age, a total of some 20.1 million men and women, which is about the same as the total population of the twenty-two smallest states in the union. Further, the percentage of persons over sixty-five more than doubled from 1900 to 1970, (from 4.1 percent in 1900 to 9.9 percent in 1970), while the number of persons increased sixfold from three million to twenty million. At present rates, the older population is expected to increase forty-six percent to twenty-nine million by the year 2000. If the present lowered birth rate is unchanged, it is expected that the twenty-nine million persons over sixty-five will be 10.6 percent of the total population. Further, half of the population is expected to be over fifty by the turn of the twenty-first century.

During the past quarter of a century, as the number of elderly in the population has increased and their problems have become more difficult to ignore, government at national, state, and local levels, volunteer groups, and individual citizens have begun to take action on behalf of the aging. Notable are the creation of new agencies such as the Administration on Aging, state Commissions on Aging, the enactment of legislation such as the Older Americans Act, Midicare and Medicaid, the Model Cities Act with Senior Citizens Housing provisions, and the growth of a vast number of Senior Citizen Centers and Golden Age Clubs.

With increased attention being centered on opportunities for older adults, one large area of concern is focused on the amount and quality of their participation in activities related to education. It is estimated that in 1969, 1.6 percent of the adults over sixty-five years of age were participants in some adult educational programming (Mason, 1974). Little evidence exists, however, that vocational educators have made substantial inroads into programming for the aging, or even that much planning for future activities is being done. Yet it is clear that the 1968 Amendments to the Vocational Education Act of 1963 put an end to the narrow scope of the Smith-Hughes Act of 1917 and, in effect, broaden the scope of vocational education to meet the needs of all who can profit from it, and specifically to include persons with special educational handicaps. To date vocational education has made little viable contribution to the aging. One fact which may account for this lack of aggressiveness on the part of vocational education not only in Virginia, but throughout the nation, is the uncertainty as to what the role of vocational education should be in serving the aging. Does vocational education have a role to fulfill? If so, in what way, form, or fashion? Can vocational education indeed make a unique contribution to the elderly? The evidence indicates that the aged are among the most seriously handicapped groups in the populace and therefore are properly due consideration by vocational educators in the planning of program priorities and resources.

Objectives

The primary objectives of this study were: (1) To determine the attitudes and perceptions of vocational education in serving the elderly; (2) To assess available financial and staff resources for serving the elderly; and (3) To discover the nature of current efforts being extended toward the education of the aging by vocational educational personnel in Virginia.

Statement of the Problem

The central problem of this study was to identify the level of readiness of vocational education to serve the elderly. The following research questions represented the focus of the study:

> What are the current attitudes of vocational education personnel toward the offering of vocational education programs to the aging?
>
> What are the perceptions which vocational education personnel have of the suitability of their programs to the aging segment of the population?
>
> How adequate do vocational education personnel feel themselves and their resources to be in terms of serving the aging?
>
> How prepared and willing are vocational education personnel to work with the aging?
>
> What do vocational education personnel perceive to be the roles of local school divisions, colleges and universities, the State Department of Education in implementing programs for the aging?
>
> What constitute the goals of vocational educators for future programs to serve the elderly?
>
> What must be done to help facilitate meeting the vocational, cognitive, and affective needs of the aging group by vocational education programs?

Basic Assumptions

1. It was assumed that meeting the needs of a large group of socially, economically, and educationally handicapped persons, namely the aging, is a proper function of education in general, and of vocational education in particular.

2. It was further assumed that the respondents, as working professionals in vocational education were in a position to be aware of the current status of and future plans for work involving the aging in their institutions, as well as of their own attitudes and perceptions regarding the elderly.

Definition of Terms

The following terms are defined to provide clarification:

Aging: refers in this study to persons 60 years of age and older; used interchangeable with the terms "elderly", "older adults", and "the aged".

Attitude: refers to a positive or negative outlook or sentiment toward a person, an object, or an action.

Related Literature

Traditionally, psychologists and educators have concentrated largely on the early phases of the life career (Neugarten, 1968: 309). However, consideration of the middle aged and aging segments of the population has increased markedly in recent years. Studies designed to explore educational programs for older adults have examined the training of older workers for supplemental income (Rabe & Meskil, 1958), and paraprofessional training for poverty adults (Falk, et al., 1969). Reporting on the aged in college settings, Helling and Bauer (1972) describe a program of educational challenges for older adults.

Much attention has been paid in the literature to the subject of training for second careers in middle age. Stetson (1971) describes the phenomenon of the middle aged and older adults who train for and begin new careers in late life. Emphasis placed on re-training the older worker by education, management, labor, and government has proven vocational training for adults to be most practical and effective (McKechnie, et. al., 1966). Belbin and Belbin (1968) cast light on the field of vocational retraining for older adults. Though addressing industrial gerontologists primarily, their words have import for vocational educators as well. They refer to the need for professionals to develop interest in the re-training of mature workers for new and more highly skilled work, and for the emergence of an underprivileged group of middle aged and older workers if such re-training does not occur.

The Education Committee of the Virginia White House Conference on Aging (1971) listed among its recommendations, ". . . that it be the responsibility of the professional public and private educational establishments to initiate, coordinate, support, and conduct programs for older people." It has been suggested that educational programs for older persons need to be geared to helping the older adult to know how to use time in terms of skill and interest (Mason, 1974). Concern has been expressed over the lack of training of professionals to work with the elderly in educational and community situations, and the concern has been met with an increasing number of training programs (Cohen, 1967; Lowy, 1968; Hendrickson & Aker, 1969). The Iowa Employment Security Commission (1968) conducted a seminar designed for individuals whose professional concerns involved vocational needs and problems of the older worker.

Counselor educators and counseling psychologists have expressed similar concern over the lack of persons trained in working with the elderly in both career and personal counseling (Salisbury, 1975; Lawton & Gottesman, 1974).

It would seem that educators are seeking much the same information as Birren (1959) seeks when he recommends that research in the area of aging be directed to an applied field in which the methods of meeting the needs of older persons are evaluated. The writer would seem to ask how education can aid individuals making the adaptation to the second half of life. Meeting the needs of the older, disadvantaged segment of the population whould seem to be proper emphasis for vocational education both for re-entry to the world of work and for meaningful leisure time activity. Gallup (1974) states that one of the secrets of living to an old age seems to be working with one's hands.

Indications would seem to point to increasing interest in the older adult on the part of educators in general and vocational educators in particular. A significant breakthrough in adult vocational and technical education appears greater at this point in time than at any since the passage of the Smith-Hughes Act of 1917 (Adams, 1972). There seems to be movement toward a realization of the needs of the neglected older American.

CHAPTER II

RESEARCH METHODOLOGY

Hypotheses

Tested in this study were the following hypotheses related to vocational education and service to the aging segment of the population:

1. Male and female vocational education personnel will show no differences in attitudes toward involving the elderly in vocational education. (This hypothesis was proposed because the literature has revealed no distinctive prescriptive attitudes relative to sex; also logical reasoning would tend to lend support to this hypothesis.)
2. Vocational education status (teacher, administrator, supervisor, etc.) will have no significant effect on the attitudes expressed (explanation via inductive and deductive reasoning would tend to support the notion that prescriptive opinions toward the elderly do not differ discriminately among vocational teachers, administrators, and supervisors.)
3. No significant differences in attitudes toward the elderly will exist among vocational education personnel with respect to vocational service area. (This hypothesis is based primarily on logical reasoning since a scarcity of research exists in vocational education to provide empirical evidence to the contrary.)

4. Vocational education level (elementary, secondary, and post-secondary) will have no significant effect on the attitudes expressed by vocational education personnel.
5. Geographical location (urban, rural, and suburban) will have no significant effect on the attitudes expressed. (Logical reasoning and equi-distribution of the elderly population in the three types of settings lend support to the basis for this hypothesis.)
6. The age group of vocational education personnel will have no particularly significant effect on attitudes expressed toward the elderly. (It is assumed that vocational personnel of all age groups have been exposed to, particularly since the Vocational Education Act of 1963, the human service movement in the United States, i.e., minorities, the disadvantaged, handicapped, females, the aging, and that this exposure and awareness is not significant to any particular age group; although one might be persuaded to think that such exposure might be more significant among younger age groups or more recent vocational education graduates since the change to provide vocational education for special needs groups has been included in the vocational education teacher preparation curriculum, on a broader scale, in the recent years.)

Basic Design

The design of the study best fits the general category of a cross-sectional survey design. Specifically, the study is best characterized as a descriptive-survey design in that the purpose of the study was to describe, explain, and interpret what is rather than trying to determine degrees of relationship between and/or among variables or establishing cause-effect relationships.

Instrumentation and Data Collection Procedures

An "open-end", "closed-form" survey questionnaire was designed to determine the attitudes and perceptions of vocational education personnel toward the aged, the status of financial and staff resources for serving the elderly, the nature of current efforts on behalf of the elderly as well as plans for future offerings, and the opinion of vocational education personnel regarding the type of assistance which would be needed in order to implement programs for the aged (See Appendix B). The instrument was tested for clarity and ambiguity using graduate students in the College of Education at Virginia Polytechnic Institute and State University. A cover letter described the intent of the project (See Appendix A). Respondents were asked to identify resources, capability, and potentials for serving the aging, as well as to describe current vocational programs for the elderly. In addition, respondents were asked to comment on the possible roles for local school divisions, colleges and universities, and the State Department of Education in helping the vocational programs to be of service to the elderly.

The questionnaire was mailed to 263 vocational education personnel in the Commonwealth of Virginia, which represented a stratified random sample of teachers, administrators, and supervisors of slightly less than seven percent. Seventy-five follow-up letters were mailed to non-respondents. In all, 211 of the vocational personnel responded, or 80.23 percent.

From the marked questionnaires, information was coded to IBM optical scanning sheets. Coded information included the six identifier variables: sex, vocational education status, vocational service area, geographical location, service level, age group. The coding was as follows:

Sex: Male = 1 Female = 2

Vocational Status: Teacher = 1 Counselor = 2 Supervisor = 3 Administrator = 4

Vocational Service Area: Agricultural Education = 1 Industrial Arts Education = 2 Trade and Industrial Education = 3 Home Economics = 4 Health Occupations = 5 Distributive Education = 6 Business Education = 7

Geographic Location: Urban = 1 Suburban = 2 Rural = 3

Vocational Level: Elementary Level = 1 Secondary Level = 2 Post-Secondary (vocational-technical schools) = 3 Post-Secondary (community colleges) = 4 Post-Secondary (baccalaureat degree level) = 4 Colleges and/or Universities = 5

Age Group: 25 or below = 1 26-35 = 2 36-45 = 3 46-55 = 4 56-65 = 5 over 65 = 6

All the identifier variables with the exception of vocational service area were considered to be scalable variables. The category "other" was eliminated from the coding of vocational education status since less than 1 percent of the respondents so indicated. Part II of the questionnaire, the Opinion Inventory, used a Likert scale to ascertain cognitive, affective, and behavioral attitudes and was coded on a one-to-five scale according to response. Part III, Resources, Capabilities, and Potentials, was examined without the use of computer facilities because of the open-ended nature of many of the items. The same was true for Part IV, the Optional or free response section.

Statistical Analysis and Treatment of Data

The data was examined using the BMDO4D (Health Sciences Computing Facility, UCLA) alphanumeric count, the BMDO3D correlation matrix, and the Statistical Analysis System (Anthony James Barr and James Howard Goodnight of the Department of Statistics, North Carolina State University) Frequency Chi-Square package.

CHAPTER III

ANALYSIS OF RESULTS AND INTERPRETATION OF DATA

Regarding the identification of participants, Table 1 reveals that the respondents are almost evenly divided as to sex (119 males, 91 females). As far as vocational education status is concerned, there are far more teachers than any other category, or than all other categories combined. This would seem to indicate that the responses to the questionnaire most adequately represent the direct service or line point of view, although not exclusively so.

Agricultural Education represents the single largest service area, a not surprising finding in so highly rural a state as Virginia. Home Economics and Bsuiness Education are the second and third most frequently represented service areas, although all can be considered to be sufficiently represented for effective analysis.

As far as geographic location is concerned, the vocational education personnel seem to reflect the slightly more rural character of the Commonwealth of Virginia in that 38.4 percent of the respondents characterized themselves as working in rural areas while 36.5 percent were urban and 22.3 percent suburban. No strict definitions of the terms urban, rural, and suburban were given, so that the responses represent the respondent's opinions about their locales.

Age classification data indicates that there is more than 15 percent representation in every age group with the exception of those in the

TABLE 1

RESPONDENT IDENTIFICATION

(N = 211)

Variable	Category	Number	Percent
Sex	Male	119	56.4
	Female	91	43.1
	Blank	1	1
Vocational Status	Teacher	173	82
	Counselor	2	1
	Supervisor	22	10.4
	Administrator	11	5.2
	Blank	3	1.4
Vocational Service Area	Agricultural Education	48	22.7
	Industrial Arts Education	23	10.9
	Trade & Industrial Education	30	14.2
	Home Economics	37	17.5
	Health Occupations	12	5.7
	Distributive Education	23	10.9
	Business Education	34	16.1
	Blank	4	1.9
Geographic Location	Urban	77	36.5
	Suburban	47	22.3
	Rural	81	38.4
	Blank	6	2.8
Level	Elementary	7	33.2
	Secondary	178	84.4
	Post-Secondary (Vocational-Technical Schools)	16	7.6
	Post-Secondary (Community Colleges)	6	2.8
	Post-Secondary (4-Year Colleges or Universities)	4	1.9
Age Group	25 or Below	45	21.3
	26-35	63	30.
	36-45	44	20.9
	46-55	41	19.4
	56-65	13	6.2
	Over 65	0	—
	Blank	5	2.4

TABLE 2

RESPONDENT IDENTIFICATION CORRELATION MATRIX

	Sex	Status	Service Area*	Geographic Location	Level	Age
Sex	1.0000	-.2493	.5501	-.0938	-.0321	-.1492
Status		1.0000	-.1592	-.0009	.0624	.3136
*Service Area			1.0000	-.2267	-.0040	-.1671
Geographic Location				1.0000	.0005	-.1344
Level					1.0000	.0982
Age						1.0000

*Service Area Correlations Meaningless (Nominal Variable) category 56-65, in which there is 6.5 percent. The fact that there are no personnel in the over 65 age group probably reflects the mandatory retirement policies of most school systems.

Examination of the Respondent Identification Correlation Matrix (Table 2) reveals a somewhat negative correlation (-.2493) between sex and vocational education status, indicating that males in this sample tend to be lower in classification status than do females. Age tends to be associated with higher vocational education status (.3136) indicating the not surprising fact that older individuals have attained higher levels of job classification. The other correlations are too close to zero to be significantly meaningful. (Critical values of the Pearson Correlation Coefficient at n 100, two-tailed test, for α .05 = .195, and for α .01 = .254)*

Tables 3-8 contain the responses to the Opinion Inventory (items 1-21) tabulated by identification categories. Data analysis yields chi square values which are significant at at least the .05 level for 12 cross categories, or 9.5 percent of the 126 possible item by category combinations. Considering an experiment-wide line of .05 for each identification category it would appear that the research hypotheses for sex and vocational education level had been upheld, while those for status, service area, geographic area, and age category were rejected. There does seem to be a difference in opinion based on the latter four categories, however, in almost every case it was the larger than expected number of omissions or "undecided" responses which added substantially to the chi square values.

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* R. A. Fisher and F. Yates, STATISTICAL TABLES FOR BIOLOGICAL, AGRICULTURAL, AND MEDICAL RESEARCH, in Ferguson, George A., STATISTICAL ANALYSIS IN PSYCHOLOGY AND EDUCATION; New York: McGraw-Hill, 1971.

TABLE 3

RESPONSES TO OPINION INVENTORY ACCORDING TO SEX

(n = 211)

1. Programs for the elderly should be included in a comprehensive vocational education curriculum.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	30	63	18	7	1	119
Female	1	26	54	4	6	0	91
Unidentified	0	1	0	0	0	0	1
Total	1	57	117	22	13	1	211

PLEASE NOTE: p values will only be reported when $p \leq .05$

10 d.f.; Chi square = 11.130

2. Elderly people will not feel like they really "fit in" in a vocational education program.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	2	21	28	48	20	119
Female	0	2	14	21	44	10	91
Unidentified	0	1	0	0	0	0	1
Total	0	5	35	49	92	30	211

8 d.f.; Chi square = 7.104

TABLE 3--Continued

3. Vocational education can contribute very little to elderly people.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	1	9	5	70	34	119
Female	0	1	4	4	55	27	91
Unidentified	0	0	0	0	1	0	1
Total	0	2	13	9	126	61	211

8 d.f.; Chi square = 1.603

4. Older people have a rather limited range of activities they could participate in in vocational education programs.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	4	23	15	54	23	119
Female	0	2	24	7	46	12	91
Unidentified	0	0	0	0	1	0	1
Total	0	6	47	22	101	35	211

8 d.f.; Chi square = 5.143

5. Frankly speaking, the aging and their problems should not be of great concern to vocational education.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	1	2	11	8	53	44	119
Female	0	0	3	5	42	41	91
Unidentified	0	0	0	0	0	1	1
Total	1	2	14	13	95	86	211

10 d.f.; Chi square = 7.496

TABLE 3--Continued

6. Most existing vocational-technical programs lack realistic educational opportunities for older people who work.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	15	77	11	15	1	119
Female	1	18	51	13	5	3	91
Unidentified	0	0	1	0	0	0	1
Total	1	33	129	24	20	4	211

10 d.f.; Chi square = 9.827

7. Vocational personnel are inadequately trained to work with elderly people.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	6	44	16	47	6	119
Female	1	8	36	18	25	3	91
Unidentified	0	0	1	0	0	0	1
Total	1	14	81	34	72	9	211

10 d.f.; Chi square = 7.946

8. Elderly people cannot be trained to do a new job.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	1	5	1	67	67	119
Female	2	1	1	4	52	31	91
Unidentified	0	0	0	0	0	1	1
Total	2	2	6	5	119	77	211

10 d.f.; Chi square = 9.114

TABLE 3--Continued

9. Aging quite literally has been given a bad impression in our society.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	16	72	12	17	2	119
Female	1	29	40	8	11	2	91
Unidentified	0	0	1	0	0	0	1
Total	1	45	113	20	28	4	211

10 d.f.; Chi square = 13.380

10. Vocational education is for everyone, including the elderly.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	49	57	7	5	1	119
Female	0	38	45	6	2	0	91
Unidentified	0	1	0	0	0	0	1
Total	0	88	102	13	7	1	211

8 d.f.; Chi square = 2.869

11. Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	46	63	5	5	0	119
Female	0	40	47	3	0	1	91
Unidentified	0	0	1	0	0	0	1
Total	0	86	111	8	5	1	211

8 d.f.; Chi square = 6.544

TABLE 3—Continued

12. It is too costly to initiate vocational education programs for elderly persons.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	2	9	23	67	18	119
Female	0	1	3	18	52	17	91
Unidentified	0	0	0	0	1	0	1
Total	0	3	12	41	120	35	211

8 d.f.; Chi square = 2.940

13. As a vocational teacher, I simply do not have the time to work with elderly persons.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	4	4	22	20	56	13	119
Female	3	1	18	17	41	11	91
Unidentified	0	0	0	0	0	1	1
Total	7	5	40	37	97	25	211

10 d.f.; Chi square = 8.843

14. I do not enjoy the thought of having to work with people 65 years and over.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	2	1	4	16	68	28	119
Female	1	0	5	12	49	24	91
Unidentified	0	0	0	0	0	1	1
Total	3	1	9	28	117	53	211

10 d.f.; Chi square = 4.706

TABLE 3--Continued

15. I prefer working with young people instead of the older ones.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	2	5	30	36	38	8	119
Female	2	2	33	23	25	6	91
Unidentified	0	0	0	1	0	0	1
Total	4	7	63	60	63	14	211

10 d.f.; Chi square = 6.130

16. Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or activities for elderly persons.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	20	55	35	8	1	119
Female	3	12	45	27	4	0	91
Unidentified	0	0	1	0	0	0	1
Total	3	32	101	62	12	1	211

10 d.f.; Chi square = 6.855

17. Vocational facilities are not adequate in teaching skills to older persons.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	1	2	28	17	63	8	119
Female	1	3	17	20	46	4	91
Unidentified	0	0	0	0	1	0	1
Total	2	5	45	37	110	12	211

10 d.f.; Chi square = 4.383

TABLE 3--Continued

18. The social climate in vocational education programs might prevent many elderly persons, who might not otherwise, from enrolling in such programs.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	1	2	40	31	40	5	119
Female	2	3	31	22	30	3	91
Unidentified	0	0	1	0	0	0	1
Total	3	5	72	53	70	8	211

10 d.f.; Chi square = 3.650

19. A lack of local school division support is a factor in my lack of aggressiveness in pushing vocational programs for elderly persons.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	3	12	27	34	40	3	119
Female	3	5	26	33	20	4	91
Unidentified	0	0	1	0	0	0	1
Total	6	17	54	67	60	7	211

10 d.f.; Chi square = 9.038

TABLE 3--Continued

20. Working with elderly persons is simply not seen as a priority in vocational education.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	0	67	17	14	14	1	113
Female	0	57	19	5	5	3	89
Unidentified	0	1	0	0	0	0	1
Total	0	125	36	19	19	4	203

8 d.f.; Chi square = 9.595

21. The state vocational education leadership in Virginia has done very little, if anything, to encourage program concern for the elderly.

Sex	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Male	1	19	60	28	9	2	119
Female	2	10	43	31	4	1	91
Unidentified	0	0	1	0	0	0	1
Total	3	29	104	57	13	3	211

10 d.f.; Chi square = 5.746

TABLE 4

RESPONSES TO OPINION INVENTORY BY VOCATIONAL EDUCATION STATUS

(n = 211)

1. Programs for the elderly should be included in a comprehensive vocational education curriculum.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	44	100	17	10	1	173
Counselor	0	1	1	0	0	0	2
Supervisor	0	8	9	4	1	0	22
Administrator	0	3	6	1	1	0	11
Unidentified	0	1	1	0	1	0	3
Total	1	57	117	22	13	1	211

20 d.f.; Chi square = 8.910

2. Elderly people will not feel like they really "fit in" in a vocational education program.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	0	4	27	43	77	22	173
Counselor	0	0	1	0	1	0	2
Supervisor	0	0	7	3	7	5	22
Administrator	0	0	1	2	5	3	11
Unidentified	0	0	0	1	2	0	3
Total	0	4	36	49	92	30	211

16 d.f.; Chi square = 12.431

TABLE 4--Continued

3. Vocational education can contribute very little to elderly people.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	0	2	10	6	107	48	173
Counselor	0	0	0	0	2	0	2
Supervisor	0	0	3	3	9	7	22
Administrator	0	0	0	0	6	5	11
Unidentified	0	0	0	0	2	1	3
Total	0	2	13	9	126	61	211

16 d.f.; Chi square = 12.768

4. Older people have a rather limited range of activities they could participate in in vocational education programs.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	0	4	39	20	80	30	173
Counselor	0	0	1	0	1	0	2
Supervisor	0	1	5	1	12	3	22
Administrator	0	0	2	1	6	2	11
Unidentified	0	1	0	0	2	0	3
Total	0	6	47	22	101	35	211

16 d.f.; Chi square = 15.152

TABLE 4--Continued

5. Frankly speaking, the aging and their problems should not be of great concern to vocational education.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	2	12	9	77	72	173
Counselor	0	0	0	0	1	1	2
Supervisor	0	0	1	4	10	7	22
Administrator	0	0	1	0	5	5	11
Unidentified	0	0	0	0	2	1	3
Total	1	2	14	13	95	86	211

20 d.f.; Chi square = 8.602

6. Most existing vocational-technical programs lack realistic educational opportunities for older people who work.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	27	108	20	13	4	173
Counselor	0	0	2	0	0	0	2
Supervisor	0	4	12	2	4	0	22
Administrator	0	1	7	1	2	0	11
Unidentified	C	1	0	1	1	0	3
Total	1	33	129	24	20	4	211

20 d.f.; Chi square = 11.935

TABLE 4--Continued

7. Vocational personnel are inadequately trained to work with elderly people.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	14	66	28	55	9	173
Counselor	0	0	2	0	0	0	2
Supervisor	0	0	10	3	9	0	22
Administrator	0	0	2	2	7	0	11
Unidentified	0	0	1	1	1	0	3
Total	1	14	81	34	72	9	211

20 d.f.; Chi square = 13.779

8. Elderly people cannot be trained to do a new job.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	2	5	3	99	63	173
Counselor	0	0	0	0	1	1	2
Supervisor	0	0	1	2	11	8	22
Administrator	0	0	0	0	7	4	11
Unidentified	1	0	0	0	1	1	3
Total	2	2	6	5	119	77	211

20 d.f.; Chi square = 40.453; $p < .005$

TABLE 4--Continued

9. Aging quite literally has been given a bad impression in our society.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	37	90	17	24	4	173
Counselor	0	0	2	0	0	0	2
Supervisor	0	5	14	2	1	0	22
Administrator	0	1	6	1	3	0	11
Unidentified	0	2	1	0	0	0	3
Total	1	45	113	20	28	4	211

20 d.f.; Chi square = 10.839

10. Vocational education is for everyone, including the elderly.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	0	67	91	9	5	1	173
Counselor	0	1	1	0	0	0	2
Supervisor	0	12	5	4	1	0	22
Administrator	0	6	5	0	0	0	11
Unidentified	0	2	0	0	1	0	3
Total	0	88	102	13	7	1	211

16 d.f.; Chi square = 22.656

TABLE 4--Continued

11. Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	0	72	90	6	4	1	173
Counselor	0	0	2	0	0	0	2
Supervisor	0	9	11	2	0	0	22
Administrator	0	4	7	0	0	0	11
Unidentified	0	1	1	0	1	0	3
Total	0	86	111	8	5	1	211

16 d.f.; Chi square = 17.772

12. It is too costly to initiate vocational education programs for elderly persons.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	0	3	10	36	97	27	173
Counselor	0	0	0	0	2	0	2
Supervisor	0	0	1	4	12	5	22
Administrator	0	0	1	0	8	2	11
Unidentified	0	0	0	1	1	1	3
Total	0	3	12	41	120	35	211

16 d.f.; Chi square = 7.161

TABLE 4--Continued

13. As a vocational teacher, I simply do not have the time to work with elderly persons.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	2	5	37	32	78	19	173
Counselor	0	0	1	0	0	1	2
Supervisor	3	0	2	2	12	3	22
Administrator	1	0	0	1	7	2	11
Unidentified	1	0	0	2	0	0	3
Total	7	5	40	37	97	25	211

20 d.f.; Chi square = 37.947; $p < .01$

14. I do not enjoy the thought of having to work with people 65 years and over.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	1	8	25	95	43	173
Counselor	0	0	0	0	1	1	2
Supervisor	1	0	1	2	12	6	22
Administrator	1	0	0	1	7	2	11
Unidentified	0	0	0	0	2	1	3
Total	3	1	9	28	117	53	211

20 d.f.; Chi square = 10.289

TABLE 4--Continued

15. I prefer working with young people instead of the older ones.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	2	6	54	48	53	10	173
Counselor	0	0	1	1	0	0	2
Supervisor	1	1	6	5	6	3	22
Administrator	1	0	2	5	2	1	11
Unidentified	0	0	0	1	2	0	3
Total	4	7	63	60	63	14	211

20 d.f.; Chi square = 13.427

16. Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or activities for elderly persons.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	22	83	56	10	1	173
Counselor	0	0	1	1	0	0	2
Supervisor	1	8	9	3	1	0	22
Administrator	0	1	8	2	0	0	11
Unidentified	1	1	0	0	1	0	3
Total	3	32	101	62	12	1	211

20 d.f.; Chi square = 44.621; $p < .001$

TABLE 4--Continued

17. Vocational facilities are not adequate in teaching skills to older persons.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	1	3	37	35	88	9	173
Counselor	0	0	1	0	1	0	2
Supervisor	1	1	3	1	14	2	22
Administrator	0	1	3	0	6	1	11
Unidentified	0	0	1	1	1	0	3
Total	2	5	45	37	110	12	211

20 d.f.; Chi square = 15.519

18. The social climate in vocational education programs might prevent many elderly persons who might not otherwise, from enrolling in such programs.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	3	4	60	45	56	5	173
Counselor	0	0	2	0	0	0	2
Supervisor	0	0	7	5	8	2	22
Administrator	0	0	3	2	5	1	11
Unidentified	0	1	0	1	1	0	3
Total	3	5	72	53	70	8	211

20 d.f.; Chi square = 22.565

TABLE 4--Continued

19. A lack of local school division support is a factor in my lack of aggressiveness in pushing vocational programs for elderly persons.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	6	14	45	60	43	5	173
Counselor	0	0	1	1	0	0	2
Supervisor	0	2	5	4	9	2	22
Administrator	0	0	3	0	8	0	11
Unidentified	0	1	0	2	0	0	3
Total	6	17	54	67	60	7	211

20 d.f.; Chi square = 26.530

20. Working with elderly persons is simply not seen as a priority in vocational education.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	0	21	106	29	13	4	173
Counselor	0	0	2	0	0	0	2
Supervisor	0	6	9	5	2	0	22
Administrator	0	0	5	2	4	0	11
Unidentified	0	0	3	0	0	0	3
Total	0	27	125	36	19	4	211

16 d.f.; Chi square = 21.016

TABLE 4--Continued

21. The state vocational education leadership in Virginia has done very little, if anything, to encourage program concern for the elderly.

Vocational Education Status	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Teacher	2	23	86	49	11	2	173
Counselor	0	0	1	1	0	0	2
Supervisor	0	5	11	4	1	1	22
Administrator	1	1	5	3	1	0	11
Unidentified	0	0	1	2	0	0	3
Total	3	29	104	59	13	3	211

20 d.f.; Chi square = 12.500

TABLE 5

RESPONSES TO OPINION INVENTORY BY VOCATIONAL EDUCATION SERVICE AREA

(n = 211)

1. Programs for the elderly should be included in a comprehensive vocational education curriculum.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	10	23	13	2	0	48
Industrial Arts Education	0	6	11	4	1	1	23
Trade and Industrial Education	0	9	18	1	2	0	30
Home Economics Education	0	7	28	0	2	0	37
Health Occupations Education	0	1	7	2	2	0	12
Distributive Education	0	8	14	1	0	0	23
Business Education	1	15	14	1	3	0	34
Unidentified	0	1	2	0	1	0	4
Total	1	57	117	22	13	1	211

35 d.f.; Chi square = 55.196; $p < .01$

TABLE 5--Continued

2. Elderly people will not feel like they really "fit in" in a vocational education program.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	1	13	7	20	7	48
Industrial Arts Education	0	0	7	5	8	3	23
Trade and Industrial Education	0	1	2	8	14	5	30
Home Economics Education	0	0	5	9	18	5	37
Health Occupations Education	0	0	2	3	6	1	12
Distributive Education	0	0	0	9	9	5	23
Business Education	0	2	7	6	15	4	34
Unidentified	0	0	0	2	2	0	4
Total	0	4	36	49	92	30	211

28 d.f.; Chi square = 36.354

TABLE 5--Continued

3. Vocational education can contribute very little to elderly people.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	1	3	4	32	8	48
Industrial Arts Education	0	0	2	2	13	6	23
Trade and Industrial Education	0	0	3	0	18	9	30
Home Economics Education	0	0	1	1	22	13	37
Health Occupations Education	0	0	1	0	6	5	12
Distributive Education	0	0	0	0	13	10	23
Business Education	0	1	3	2	18	10	34
Unidentified	0	0	0	0	4	0	4
Total	0	2	13	9	126	61	211

28 d.f.; Chi square = 21.997

TABLE 5--Continued

4. Older people have a rather limited range of activities they could participate in in vocational education programs.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	1	10	6	20	11	48
Industrial Arts Education	0	0	7	1	12	3	23
Trade and Industrial Education	0	2	3	5	17	3	30
Home Economics Education	0	1	11	2	15	8	37
Health Occupations Education	0	0	5	0	5	2	12
Distributive Education	0	1	2	4	11	5	23
Business Education	0	1	8	4	18	3	34
Unidentified	0	0	1	0	3	0	4
Total	0	6	47	22	101	35	211

28 d.f.; Chi square = 23.632

TABLE 5--Continued

5. Frankly speaking, the aging and their problems should not be of great concern to vocational education.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	1	6	5	23	13	48
Industrial Arts Education	0	0	2	3	8	10	23
Trade and Industrial Education	1	1	2	0	15	11	30
Home Economics Education	0	0	0	1	17	19	37
Health Occupations Education	0	0	1	1	4	6	12
Distributive Education	0	0	0	1	11	11	23
Business Education	0	0	3	2	13	16	34
Unidentified	0	0	0	0	4	0	4
Total	1	2	14	13	95	86	211

35 d.f.; Chi square = 33.254

TABLE 5—Continued

6. Most existing vocational-technical programs lack realistic educational opportunities for older people who work.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	4	29	6	9	0	48
Industrial Arts Education	0	3	17	2	1	0	23
Trade and Industrial Education	0	9	17	2	2	0	30
Home Economics Education	0	5	22	5	3	2	37
Health Occupations Education	1	1	7	3	0	0	12
Distributive Education	0	3	15	2	2	1	23
Business Education	0	8	20	3	2	1	34
Unidentified	0	0	2	1	1	0	4
Total	1	33	129	24	20	4	211

35 d.f.; Chi square = 43.172

TABLE 5--Continued

7. Vocational personnel are inadequately trained to work with elderly people.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	2	18	5	21	2	48
Industrial Arts Education	0	0	13	4	4	2	23
Trade and Industrial Education	0	3	6	6	14	1	30
Home Economics Education	1	3	15	4	12	2	37
Health Occupations Education	0	0	4	6	2	0	12
Distributive Education	0	3	10	3	6	1	23
Business Education	0	3	14	4	12	1	34
Unidentified	0	0	1	2	1	0	4
Total	1	14	81	34	72	9	211

35 d.f.; Chi square = 37.322

TABLE 5—Continued

8. Elderly people cannot be trained to do a new job.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	1	3	0	28	16	48
Industrial Arts Education	0	0	1	1	10	11	23
Trade and Industrial Education	0	0	1	0	18	11	30
Home Economics Education	1	0	0	1	25	10	37
Health Occupations Education	0	0	0	1	5	6	12
Distributive Education	0	0	0	0	12	11	23
Business Education	0	1	1	2	19	11	34
Unidentified	1	0	0	0	2	1	4
Total	2	2	6	5	119	77	211

35 d.f.; Chi square = 47.042

TABLE 5--Continued

9. Aging quite literally has been given a bad impression in our society.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	7	28	4	8	1	48
Industrial Arts Education	0	2	14	2	4	1	23
Trade and Industrial Education	0	7	16	6	1	0	30
Home Economics Education	0	11	17	3	5	1	37
Health Occupations Education	0	2	5	3	1	1	12
Distributive Education	0	5	15	0	3	0	23
Business Education	1	10	15	2	6	0	34
Unidentified	0	1	3	0	0	0	4
Total	1	45	113	20	28	4	211

35 d.f.; Chi square = 32.201

TABLE 5--Continued

10. Vocational education is for everyone, including the elderly.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	16	25	4	3	0	48
Industrial Arts Education	0	9	10	3	0	0	23
Trade and Industrial Education	0	11	18	0	1	1	30
Home Economics Education	0	17	16	2	2	0	37
Health Occupations Education	0	6	5	1	0	0	12
Distributive Education	0	14	9	0	0	0	23
Business Education	0	13	18	3	0	0	34
Unidentified	0	2	1	0	1	0	4
Total	0	88	102	13	7	1	211

28 d.f.; Chi square = 30.771

TABLE 5--Continued

11. Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	14	28	4	2	0	48
Industrial Arts Education	0	9	11	1	2	0	23
Trade and Industrial Education	0	14	15	1	0	0	30
Home Economics Education	0	15	20	1	0	1	37
Health Occupations Education	0	5	7	0	0	0	12
Distributive Education	0	12	11	0	0	0	23
Business Education	0	16	17	1	0	0	34
Unidentified	0	1	2	0	1	0	4
Total	0	86	111	8	5	1	211

28 d.f.; Chi square = 29.258

TABLE 5--Continued

12. It is too costly to initiate vocational education programs for elderly persons.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	0	6	9	25	8	48
Industrial Arts Education	0	2	2	2	15	2	23
Trade and Industrial Education	0	0	1	5	17	7	30
Home Economics Education	0	0	1	8	20	8	37
Health Occupations Education	0	0	0	3	6	3	12
Distributive Education	0	0	0	8	12	3	23
Business Education	0	1	2	5	22	4	34
Unidentified	0	0	0	1	3	0	4
Total	0	3	12	41	120	35	211

28 d.f.; Chi square = 28.089

TABLE 5--Continued

13. As a vocational teacher, I simply do not have the time to work with elderly persons.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	2	2	11	11	19	3	48
Industrial Arts Education	1	0	5	4	11	2	23
Trade and Industrial Education	1	1	2	2	19	5	30
Home Economics Education	2	0	9	7	13	6	37
Health Occupations Education	0	0	3	1	6	2	12
Distributive Education	0	1	4	7	8	3	23
Business Education	0	1	5	4	20	4	34
Unidentified	1	0	1	1	1	0	4
Total	7	5	40	37	97	25	211

35 d.f.; Chi square = 31.127

TABLE 5—Continued

14. I do not enjoy the thought of having to work with people 65 years and over.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	1	1	8	28	10	48
Industrial Arts Education	1	0	1	4	10	7	23
Trade and Industrial Education	1	0	1	3	18	7	30
Home Economics Education	1	0	1	4	19	12	37
Health Occupations Education	0	0	1	2	6	3	12
Distributive Education	0	0	1	2	15	5	23
Business Education	0	0	3	5	17	9	34
Unidentified	0	0	0	0	4	0	4
Total	3	1	9	28	117	53	211

35 d.f.; Chi square = 18.508

TABLE 5--Continued

15. I prefer working with young people instead of the older ones.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	2	18	13	15	0	48
Industrial Arts Education	1	2	4	8	6	2	23
Trade and Industrial Education	1	0	4	14	8	3	30
Home Economics Education	1	1	11	10	9	5	37
Health Occupations Education	0	1	5	3	3	0	12
Distributive Education	0	1	6	5	8	3	23
Business Education	1	0	14	5	13	1	34
Unidentified	0	0	1	2	1	0	4
Total	4	7	63	60	63	14	211

35 d.f.; Chi square = 34.072

TABLE 5—Continued

16. Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or activities for elderly persons.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	5	23	15	4	1	48
Industrial Arts Education	0	6	10	6	1	0	23
Trade and Industrial Education	0	8	15	7	0	0	30
Home Economics Education	1	6	19	11	0	0	37
Health Occupations Education	1	3	3	3	2	0	12
Distributive Education	0	3	7	11	2	0	23
Business Education	0	1	22	9	2	0	34
Unidentified	1	0	2	0	1	0	4
Total	3	32	101	62	12	1	211

35 d.f.; Chi square = 55.242; $p < .01$

TABLE 5--Continued

17. Vocational facilities are not adequate in teaching skills to older persons.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	0	14	9	23	2	48
Industrial Arts Education	1	1	5	3	10	3	23
Trade and Industrial Education	0	1	4	3	20	2	30
Home Economics Education	1	1	9	7	17	2	37
Health Occupations Education	0	0	1	4	7	0	12
Distributive Education	0	1	5	5	10	2	23
Business Education	0	1	6	5	21	1	34
Unidentified	0	0	1	1	2	0	4
Total	2	5	45	37	110	12	211

35 d.f.; Chi square = 22.243

TABLE 5--Continued

18. The social climate in vocational education programs might prevent many elderly persons who might not otherwise, from enrolling in such programs.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	0	13	15	20	0	48
Industrial Arts Education	0	0	10	5	7	1	23
Trade and Industrial Education	1	1	8	5	12	3	30
Home Economics Education	2	2	14	10	8	1	37
Health Occupations Education	0	1	3	5	2	1	12
Distributive Education	0	0	8	5	9	1	23
Business Education	0	1	15	7	10	1	34
Unidentified	0	0	1	1	2	0	4
Total	3	5	72	53	70	8	211

35 d.f.; Chi square = 30.025

TABLE 5--Continued

19. A lack of local school division support is a factor in my lack of aggressiveness in pushing vocational programs for elderly persons.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	1	4	13	15	13	2	48
Industrial Arts Education	0	3	5	5	10	0	23
Trade and Industrial Education	1	2	5	9	13	0	30
Home Economics Education	3	3	10	11	6	4	37
Health Occupations Education	0	0	6	5	1	0	12
Distributive Education	1	3	5	8	1	1	23
Business Education	0	2	9	11	5	0	34
Unidentified	0	0	1	3	12	0	4
Total	6	17	54	67	60	7	211

35 d.f.; Chi square = 36.424

TABLE 5--Continued

20. Working with elderly persons is simply not seen as a priority in vocational education.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	0	8	25	8	7	0	48
Industrial Arts Education	0	3	15	4	1	0	23
Trade and Industrial Education	0	7	15	3	4	1	30
Home Economics Education	0	3	18	11	2	3	37
Health Occupations Education	0	1	8	3	0	0	12
Distributive Education	0	4	14	4	1	0	23
Business Education	0	1	28	3	2	0	34
Unidentified	0	0	2	0	2	0	4
Total	0	27	125	36	19	4	211

28 d.f.; Chi square = 42.662; $p < .05$

TABLE 5--Continued

21. The state vocational education leadership in Virginia has done very little, if anything, to encourage program concern for the elderly.

Service Area	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Agricultural Education	1	4	29	7	6	1	48
Industrial Arts Education	0	3	12	7	1	0	23
Trade and Industrial Education	0	10	13	7	0	0	30
Home Economics Education	0	4	16	12	4	1	37
Health Occupations Education	1	0	5	6	0	0	12
Distributive Education	0	4	9	8	1	1	23
Business Education	1	4	19	9	1	0	34
Unidentified	0	0	1	3	0	0	4
Total	3	29	104	59	13	3	211

35 d.f.; Chi square = 42.470

TABLE 6

RESPONSES TO OPINION INVENTORY BY GEOGRAPHIC LOCATION

(n = 211)

1. Programs for the elderly should be included in a comprehensive vocational education curriculum.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	23	16	18	2	0	57
Suburban	3	45	23	43	0	1	117
Rural	0	4	5	13	0	0	22
Unidentified	0	5	3	7	0	0	15
Total	3	77	47	81	2	1	211

15 d.f.; Chi square = 18.022

2. Elderly people will not feel like they really "fit in" in a vocational education program.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	2	11	14	38	12	77
Suburban	0	1	13	9	17	7	47
Rural	0	1	12	23	35	10	81
Unidentified	0	0	0	3	2	1	6
Total	0	4	36	49	92	30	211

12 d.f.; Chi square = 16.160

TABLE 6--Continued

3. Vocational education can contribute very little to elderly people.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	0	3	5	45	24	77
Suburban	0	1	6	2	21	17	47
Rural	0	1	4	2	54	20	81
Unidentified	0	0	0	0	6	0	6
Total	0	2	13	9	126	61	211

12 d.f.; Chi square = 15.159

4. Older people have a rather limited range of activities they could participate in in vocational education programs.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	4	15	9	39	10	77
Suburban	0	0	11	9	16	11	47
Rural	0	2	19	4	43	13	81
Unidentified	0	0	2	0	3	1	6
Total	0	6	47	22	101	35	211

12 d.f.; Chi square = 21.765; $p < .05$

TABLE 6--Continued

5. Frankly speaking, the aging and their problems should not be of great concern to vocational education.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	0	3	3	37	34	77
Suburban	1	1	5	6	12	22	47
Rural	0	1	6	4	40	30	81
Unidentified	0	0	0	0	6	0	6
Total	1	2	14	13	95	86	211

15 d.f.; Chi square = 23.902

6. Most existing vocational-technical programs lack realistic educational opportunities for older people who work.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	1	13	45	9	8	1	77
Suburban	0	10	32	4	1	0	47
Rural	0	9	48	11	10	3	81
Unidentified	0	1	4	0	1	0	6
Total	1	33	129	24	20	4	211

15 d.f.; Chi square = 16.929

TABLE 6--Continued

7. Vocational personnel are inadequately trained to work with elderly people.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	1	8	20	19	26	3	77
Suburban	0	2	24	5	13	3	47
Rural	0	4	34	9	31	3	81
Unidentified	0	0	3	1	2	0	6
Total	1	14	81	34	72	9	211

15 d.f.; Chi square = 24.055

8. Elderly people cannot be trained to do a new job.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	1	0	1	3	44	28	77
Suburban	1	1	3	2	21	19	47
Rural	0	0	2	0	50	29	81
Unidentified	0	1	0	0	4	1	6
Total	2	2	6	5	119	77	211

15 d.f.; Chi square = 64.341; $p < .001$

TABLE 6--Continued

9. Aging quite literally has been given a bad impression in our society.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	1	18	41	9	8	0	77
Suburban	0	14	18	3	11	1	47
Rural	0	13	48	8	9	3	81
Unidentified	0	0	6	0	0	0	6
Total	1	45	113	20	28	4	211

15 d.f.; Chi square = 20.397

10. Vocational education is for everyone, including the elderly.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	31	42	3	1	0	77
Suburban	0	21	17	6	2	1	47
Rural	0	34	39	4	4	0	81
Unidentified	0	2	4	0	0	0	6
Total	0	88	102	13	7	1	211

12 d.f.; Chi square = 13.391

TABLE 6--Continued

11. Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	34	41	2	0	0	77
Suburban	0	20	23	2	2	0	47
Rural	0	32	42	4	2	1	81
Unidentified	0	0	5	0	1	0	6
Total	0	86	111	8	5	1	211

12 d.f.; Chi square = 21.432; $p \leq .02$

12. It is too costly to initiate vocational education programs for elderly persons.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	1	2	15	48	11	77
Suburban	0	2	2	10	24	9	47
Rural	0	0	7	16	43	15	81
Unidentified	0	0	1	0	5	0	6
Total	0	3	12	41	120	35	211

12 d.f.; Chi square = 15.588

TABLE 6--Continued

13. As a vocational teacher, I simply do not have the time to work with elderly persons.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	3	1	11	14	37	11	77
Suburban	1	3	7	9	23	4	47
Rural	3	1	20	14	34	9	81
Unidentified	0	0	2	0	3	1	6
Total	7	5	40	37	97	25	211

15 d.f.; Chi square = 13.620

14. I do not enjoy the thought of having to work with people 65 years and over.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	2	1	4	13	36	21	77
Suburban	0	0	1	6	30	10	47
Rural	1	0	3	9	47	21	81
Unidentified	0	0	1	0	4	1	6
Total	3	1	9	28	117	53	211

15 d.f.; Chi square = 16.254

TABLE 6--Continued

17. Vocational facilities are not adequate in teaching skills to older persons.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	1	1	10	17	42	6	77
Suburban	1	1	7	9	26	3	47
Rural	0	3	25	9	41	3	81
Unidentified	0	0	3	2	1	0	6
Total	2	5	45	37	110	12	211

15 d.f.; Chi square = 26.908; $p < .05$

18. The social climate in vocational education programs might prevent many elderly persons who might not otherwise, from enrolling in such programs.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	1	4	24	20	23	5	77
Suburban	0	0	17	13	14	3	47
Rural	2	1	26	20	32	0	81
Unidentified	0	0	5	0	1	0	6
Total	0	5	72	53	70	8	211

15 d.f.; Chi square = 24.398

TABLE 6--Continued

15. I prefer working with young people instead of the older ones.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	2	3	17	23	25	7	77
Suburban	1	1	12	16	15	2	47
Rural	1	2	31	19	23	5	81
Unidentified	0	1	3	2	0	0	6
Total	4	7	63	60	63	14	211

15 d.f.; Chi square = 26.123; $p < .05$

16. Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or activities for elderly persons.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	1	12	36	24	3	1	77
Suburban	1	10	21	12	3	0	47
Rural	1	10	39	26	5	0	81
Unidentified	0	0	5	0	1	0	6
Total	3	32	101	62	12	1	211

15 d.f.; Chi square = 13.562

TABLE 6—Continued

19. A lack of local school division support is a factor in my lack of aggressiveness in pushing vocational programs for elderly persons.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	3	5	16	31	20	2	77
Suburban	1	7	13	12	14	0	47
Rural	2	5	22	21	26	5	81
Unidentified	0	0	3	3	0	0	6
Total	6	17	54	67	60	7	211

15 d.f.; Chi square = 18.923

20. Working with elderly persons is simply not seen as a priority in vocational education.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	0	11	43	15	8	0	77
Suburban	0	6	32	5	2	2	47
Rural	0	10	45	16	8	2	81
Unidentified	0	0	5	0	1	0	6
Total	0	27	125	36	19	4	211

12 d.f.; Chi square = 14.386

TABLE 6—Continued

21. The state vocational education leadership in Virginia has done very little, if anything, to encourage program concern for the elderly.

Geographic Location	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Urban	2	9	38	25	2	1	77
Suburban	0	11	19	15	2	0	47
Rural	1	9	43	17	9	2	81
Unidentified	0	0	4	2	0	0	6
Total	3	29	104	59	13	3	211

15 d.f.; Chi square = 20.408

TABLE 7

RESPONSES TO OPINION SURVEY BY VOCATIONAL EDUCATION LEVEL

(n = 211)

1. **Programs for the elderly should be included in a comprehensive vocational education curriculum.**

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	2	4	0	1	0	7
Secondary	1	50	98	18	10	1	178
Post Secondary Voc.-Tech.	0	2	11	2	1	0	16
Post Secondary Comm. Coll.	0	2	2	1	1	0	6
Post Secondary Four Year	0	1	2	1	0	0	4
Total	1	57	117	22	13	1	211

20 d.f.; Chi square = 6.873

TABLE 7--Continued

2. Elderly people will not feel like they really "fit in" in a vocational education program.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	1	2	4	0	7
Secondary	0	4	31	37	78	28	178
Post Secondary Voc.-Tech.	0	0	3	8	3	2	16
Post Secondary Comm. Coll.	0	0	0	2	4	0	6
Post Secondary Four Year	0	0	1	0	3	0	4
Total	0	4	36	49	92	30	211

16 d.f.; Chi square = 15.594

3. Vocational education can contribute very little to elderly people.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	0	0	6	1	7
Secondary	0	2	11	9	102	54	178
Post Secondary Voc.-Tech.	0	0	2	0	12	2	16
Post Secondary Comm. Coll.	0	0	0	0	4	2	6
Post Secondary Four Year	0	0	0	0	2	2	4
Total	0	2	13	9	126	61	611

12 d.f.; Chi square = 8.623

TABLE 7--Continued

4. Older people have a rather limited range of activities they could participate in in vocational education programs.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	2	3	2	0	7
Secondary	0	4	39	17	89	29	178
Post Secondary Voc.-Tech.	0	1	5	0	6	4	16
Post Secondary Comm. Coll.	0	0	1	1	3	1	6
Post Secondary Four Year	0	1	0	1	1	1	4
Total	0	6	47	22	101	35	211

16 d.f.; Chi square = 23.279

5. Frankly speaking, the aging and their problems should not be of great concern to vocational education.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	0	0	4	3	7
Secondary	1	2	14	12	79	70	178
Post Secondary Voc.-Tech.	0	0	0	1	6	9	16
Post Secondary Comm. Coll.	0	0	0	0	4	2	6
Post Secondary Four Year	0	0	0	0	2	2	4
Total	1	2	14	13	95	86	211

20 d.f.; Chi square = 6.593

TABLE 7--Continued

6. Most existing vocational-technical programs lack realistic educational opportunities for older people who work.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	1	5	0	1	0	7
Secondary	0	27	110	19	18	4	178
Post Secondary Voc.-Tech.	1	2	9	3	1	0	16
Post Secondary Comm. Coll	0	1	3	2	0	0	6
Post Secondary Four Year	0	2	2	0	0	0	4
Total	1	33	129	24	20	4	211

20 d.f.; Chi square = 22.493

7. Vocational personnel are inadequately trained to work with elderly people.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	2	2	3	0	7
Secondary	1	13	64	29	62	9	178
Post Secondary Voc.-Tech.	0	1	9	2	4	0	16
Post Secondary Comm. Coll.	0	0	3	1	2	0	6
Post Secondary Four Year	0	0	3	0	1	0	4
Total	1	14	81	34	72	9	211

20 d.f.; Chi square = 8.617

TABLE 7--Continued

8. Elderly people cannot be trained to do a new job.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	1	0	0	0	5	1	7
Secondary	1	2	6	3	102	64	178
Post Secondary Voc.-Tech.	0	0	0	2	6	8	16
Post Secondary Comm. Coll.	0	0	0	0	3	3	6
Post Secondary Four Year	0	0	0	0	3	1	4
Total	2	2	6	5	119	77	211

20 d.f., Chi square = 26.664

9. Aging quite literally has been given a bad impression in our society.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	5	2	0	0	7
Secondary	1	38	92	16	27	4	178
Post Secondary Voc.-Tech.	0	4	9	2	1	0	16
Post Secondary Comm. Coll.	0	1	5	0	0	0	6
Post Secondary Four Year	0	2	2	0	0	0	4
Total	1	45	113	20	28	4	211

20 d.f.; Chi square = 12.855

TABLE 7--Continued

10. Vocational education is for everyone, including the elderly.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	1	5	1	0	0	7
Secondary	0	76	83	11	7	1	178
Post Secondary Voc.-Tech.	0	6	9	1	0	0	16
Post Secondary Comm. Coll.	0	3	3	0	0	0	6
Post Secondary Four Year	0	2	2	0	0	0	4
Total	0	88	102	13	7	1	211

16 d.f.; Chi square = 5.479

11. Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	4	3	0	0	0	7
Secondary	0	72	92	8	5	1	178
Post Secondary Voc.-Tech.	0	5	11	0	0	0	16
Post Secondary Comm. Coll.	0	2	4	0	0	0	6
Post Secondary Four Year	0	3	1	0	0	0	4
Total	0	86	111	8	5	1	211

16 d.f.; Chi square = 6.400

TABLE 7--Continued

12. It is too costly to initiate vocational education programs for elderly persons.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	0	1	4	2	7
Secondary	0	3	12	33	104	26	178
Post Secondary Voc.-Tech.	0	0	0	4	9	3	16
Post Secondary Comm. Coll.	0	0	0	2	3	1	6
Post Secondary Four Year	0	0	0	1	0	3	4
Total	0	3	12	41	120	35	211

16 d.f.; Chi square = 15.567

13. As a vocational teacher, I simply do not have the time to work with elderly persons.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	1	1	2	3	7
Secondary	6	4	36	33	82	17	178
Post Secondary Voc.-Tech.	1	1	3	1	7	3	16
Post Secondary Comm. Coll.	0	0	0	0	5	1	6
Post Secondary Four Year	0	0	0	2	1	1	4
Total	7	5	40	37	97	25	211

20 d.f.; Chi square = 19.803

TABLE 7--Continued

14. I do not enjoy the thought of having to work with people 65 years and over.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	0	0	4	3	7
Secondary	2	1	8	26	100	41	178
Post Secondary Voc.-Tech.	1	0	0	2	8	5	16
Post Secondary Comm. Coll.	0	0	1	0	2	3	6
Post Secondary Four Year	0	0	0	0	3	1	4
Total	3	1	9	28	117	53	211

20 d.f.; Chi square = 12.816

15. I prefer working with young people instead of the older ones.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	0	1	2	3	1	7
Secondary	3	6	55	51	52	11	178
Post Secondary Voc.-Tech.	1	1	4	4	5	1	16
Post Secondary Comm. Coll.	0	0	2	1	2	1	6
Post Secondary Four Year	0	0	1	2	1	0	4
Total	4	7	63	60	63	14	211

20 d.f.; Chi square = 7.115

TABLE 7--Continued

16. Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or activities for elderly persons.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	4	0	3	0	0	7
Secondary	2	23	86	56	10	1	178
Post Secondary Voc.-Tech.	0	3	9	2	2	0	16
Post Secondary Comm. Coll.	1	1	4	0	0	0	6
Post Secondary Four Year	0	1	2	1	0	0	4
Total	3	32	101	62	12	1	211

20 d.f.; Chi square = 29.961

17. Vocational facilities are not adequate in teaching skills to older persons.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	1	0	3	3	0	7
Secondary	2	4	38	27	96	11	178
Post Secondary Voc.-Tech.	0	0	4	4	7	1	16
Post Secondary Comm. Coll.	0	0	1	1	4	0	6
Post Secondary Four Year	0	0	2	2	0	0	4
Total	2	5	45	37	110	12	211

20 d.f.; Chi square = 18.255

TABLE 7--Continued

18. The social climate in vocational education programs might prevent many elderly persons who might not otherwise, from enrolling in such programs.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	1	0	3	4	0	0	7
Secondary	3	4	59	41	65	6	178
Post Secondary Voc.-Tech.	0	0	5	7	2	2	16
Post Secondary Comm. Coll.	0	0	3	1	2	0	6
Post Secondary Four Year	0	1	2	0	1	0	4
Total	3	5	72	53	70	8	211

20 d.f.; Chi square = 26.427

19. A lack of local school division support is a factor in my lack of aggressiveness in pushing vocational programs for elderly persons.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	1	0	0	2	3	1	7
Secondary	5	14	47	57	50	5	178
Post Secondary Voc.-Tech.	0	2	5	4	4	1	16
Post Secondary Comm. Coll.	0	0	2	2	2	0	6
Post Secondary Four Year	0	1	0	2	1	0	4
Total	6	17	54	67	60	7	211

20 d.f.; Chi square = 14.794

TABLE 7--Continued

20. Working with elderly persons is simply not seen as a priority in vocational education.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	1	2	2	2	0	7
Secondary	0	22	107	30	15	4	178
Post Secondary Voc.-Tech.	0	4	7	3	2	0	16
Post Secondary Comm. Coll.	0	0	5	1	0	0	6
Post Secondary Four Year	0	0	4	0	0	0	4
Total	0	27	125	36	19	4	211

16 d.f.; Chi square = 12.832

21. The state vocational education leadership in Virginia has done very little, if anything, to encourage program concern for the elderly.

Vocational Education Level	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Elementary	0	1	2	4	0	0	7
Secondary	2	25	88	49	12	2	178
Post Secondary Voc.-Tech.	1	3	8	2	1	1	16
Post Secondary Comm. Coll.	0	0	3	3	0	0	6
Post Secondary Four Year	0	0	3	1	0	0	4
Total	3	29	104	59	13	3	211

20 d.f.; Chi square = 14.492

TABLE 8

RESPONSES TO OPINION SURVEY BY AGE

(n = 211)

1. Programs for the elderly should be included in a comprehensive vocational education curriculum.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	8	35	1	1	0	45
26-35	0	19	30	12	2	0	63
36-45	0	12	25	3	4	0	44
46-55	1	13	17	3	6	1	41
56-65	0	4	6	3	0	0	13
Unidentified	0	1	4	0	0	0	5
Total	1	57	117	22	13	1	211

25 d.f.; Chi square = 37.051

2. Elderly people will not feel like they really "fit in" in a vocational education program.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	1	4	11	26	3	45
26-35	0	1	13	17	22	10	63
36-45	0	1	6	12	17	8	44
46-55	0	1	9	8	18	5	41
56-65	0	0	3	1	5	4	13
Unidentified	0	0	1	0	4	0	5
Total	0	4	36	49	92	30	211

20 d.f.; Chi square = 18.584

TABLE 8--Continued

3. Vocational education can contribute very little to elderly people.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	0	10	8	21	6	45
26-35	0	3	11	6	29	14	63
36-45	0	2	9	4	21	8	44
46-55	0	1	12	1	23	4	41
56-65	0	0	4	2	4	3	13
Unidentified	0	0	1	1	3	0	5
Total	0	6	47	22	101	35	211

20 d.f.; Chi square = 12.388

4. Older people have a rather limited range of activities they could participate in in vocational education programs.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	0	10	8	21	6	45
26-35	0	3	11	6	29	14	63
36-45	0	2	9	4	21	8	44
46-55	0	1	12	1	23	4	41
56-65	0	0	4	2	4	3	13
Unidentified	0	0	1	1	3	0	5
Total	0	6	47	22	101	35	211

20 d.f.; Chi square = 17.426

TABLE 8--Continued

5. Frankly speaking, the aging and their problems should not be of great concern to vocational education.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	1	1	2	4	22	15	45
26-35	0	1	2	4	29	27	63
36-45	0	0	4	1	22	17	44
46-55	0	0	5	3	11	22	41
56-65	0	0	1	1	7	4	13
Unidentified	0	0	0	0	4	1	5
Total	1	2	14	13	95	86	211

25 d.f.; Chi square = 20.391

6. Most existing vocational-technical programs lack realistic educational opportunities for older people who work.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	6	29	7	2	1	45
26-35	0	11	38	6	5	3	63
36-45	0	6	29	5	4	0	44
46-55	1	10	20	4	6	0	41
56-65	0	0	9	1	3	0	13
Unidentified	0	0	4	1	0	0	5
Total	1	33	129	24	20	4	211

25 d.f.; Chi square = 23.289

TABLE 8--Continued

7. Vocational personnel are inadequately trained to work with elderly people.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	3	12	9	19	2	45
26-35	0	7	28	11	13	4	63
36-45	1	2	16	6	17	2	44
46-55	0	2	15	7	16	1	41
56-65	0	0	6	1	6	0	13
Unidentified	0	0	4	0	1	0	5
Total	1	14	81	34	72	9	211

25 d.f.; Chi square = 21.825

8. Elderly people cannot be trained to do a new job.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	1	1	3	0	22	18	45
26-35	0	0	1	1	35	26	63
36-45	0	1	0	1	32	10	44
46-55	1	0	2	2	17	19	41
56-65	0	0	0	0	9	4	13
Unidentified	0	0	0	1	4	0	5
Total	2	2	6	5	119	77	211

25 d.f.; Chi square = 32.961

TABLE 8--Continued

9. Aging quite literally has been given a bad impression in our society.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	12	24	4	4	1	45
26-35	0	16	33	3	11	0	63
36-45	1	7	25	6	4	1	44
46-55	0	8	21	5	6	1	41
56-65	0	0	7	2	3	1	13
Unidentified	0	2	3	0	0	0	5
Total	0	45	113	20	28	4	211

25 d.f.; Chi square = 21.653

10. Vocational education is for everyone, including the elderly.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	17	24	1	3	0	45
26-35	0	25	33	4	1	0	63
36-45	0	15	25	3	1	0	44
46-55	0	24	11	3	2	1	41
56-65	0	3	8	2	0	0	13
Unidentified	0	4	1	0	0	0	5
Total	0	88	102	13	7	1	211

20 d.f.; Chi square = 23.650

TABLE 8--Continued

11. Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	17	25	2	0	1	45
26-35	0	25	33	3	2	0	63
36-45	0	18	24	2	0	0	44
46-55	0	21	17	1	2	0	41
56-65	0	2	10	0	1	0	13
Unidentified	0	3	2	0	0	0	5
Total	0	86	111	8	5	1	211

20 d.f.; Chi square = 17.167

12. It is too costly to initiate vocational education programs for elderly persons.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	1	1	10	29	4	45
26-35	0	0	6	16	31	10	63
36-45	0	1	3	8	27	5	44
46-55	0	1	1	5	23	11	41
56-65	0	0	1	1	9	2	13
Unidentified	0	0	0	1	1	3	5
Total	0	3	12	41	120	35	211

20 d.f.; Chi square = 24.087

TABLE 8--Continued

13. As a vocational teacher, I simply do not have the time to work with elderly persons.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	1	9	11	21	3	45
26-35	0	2	15	13	24	9	63
36-45	2	1	8	5	24	4	44
46-55	3	1	5	4	21	7	41
56-65	1	0	3	2	6	1	13
Unidentified	1	0	0	2	1	1	5
Total	7	5	40	37	97	25	211

25 d.f.; Chi square = 29.774

14. I do not enjoy the thought of having to work with people 65 years and over.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	0	4	5	31	5	45
26-35	0	1	3	8	34	17	63
36-45	2	0	1	7	22	12	44
46-55	0	0	0	7	20	14	41
56-65	1	0	0	1	9	2	13
Unidentified	0	0	1	0	1	3	5
Total	3	1	9	28	117	53	211

25 d.f.; Chi square = 34.498

TABLE 8--Continued

15. I prefer working with young people instead of the older ones.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	1	17	14	12	1	45
26-35	1	3	17	20	17	5	63
36-45	2	0	15	11	12	4	44
46-55	0	3	7	13	15	3	41
56-65	1	0	5	2	5	0	13
Unidentified	0	0	2	0	2	1	5
Total	4	7	63	60	63	14	211

25 d.f.; Chi square = 25.891

16. Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or activities for elderly persons.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	4	22	18	1	0	45
26-35	0	11	21	27	3	1	63
36-45	1	5	25	9	4	0	44
46-55	1	11	22	4	3	0	41
56-65	0	1	7	4	1	0	13
Unidentified	1	0	4	0	0	0	5
Total	3	32	101	62	12	1	211

25 d.f.; Chi square = 48.236; $p < .01$

TABLE 8--Continued

17. Vocational facilities are not adequate in teaching skills to older persons.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	0	8	12	24	1	45
26-35	0	3	14	11	31	4	63
36-45	2	0	8	7	24	3	44
46-55	0	2	7	6	22	4	41
56-65	0	0	4	1	8	0	13
Unidentified	0	0	4	0	1	0	5
Total	2	5	45	37	110	12	211

25 d.f.; Chi square = 31.230

18. The social climate in vocational education programs might prevent many elderly persons who might not otherwise, from enrolling in such programs.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	1	15	17	12	0	45
26-35	2	2	21	15	23	0	63
36-45	1	0	15	13	12	3	44
46-55	0	2	15	6	13	5	41
56-65	0	0	4	1	8	0	13
Unidentified	0	0	2	1	2	0	5
Total	3	5	72	53	70	8	211

25 d.f.; Chi square = 32.775

TABLE 8--Continued

19. A lack of local school division support is a factor in my lack of aggressiveness in pushing vocational programs for elderly persons.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	3	4	9	18	11	0	45
26-35	2	7	15	22	14	3	63
36-45	1	3	13	9	17	1	44
46-55	0	3	14	12	11	1	41
56-65	0	0	2	4	6	1	13
Unidentified	0	0	1	2	1	1	5
Total	6	17	54	67	60	7	211

25 d.f.; Chi square = 26.862

20. Working with elderly persons is simply not seen as a priority in vocational education.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	2	29	10	3	1	45
26-35	0	9	36	11	5	2	63
36-45	0	6	28	7	2	1	44
46-55	0	9	23	4	5	0	41
56-65	0	0	6	3	4	0	13
Unidentified	0	1	3	1	0	0	5
Total	0	27	125	36	19	4	211

20 d.f.; Chi square = 22.124

TABLE 8--Continued

21. The state vocational education leadership in Virginia has done very little, if anything, to encourage program concern for the elderly.

Age Category	Blank	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
25 or Below	0	5	20	16	4	0	45
26-35	1	11	31	16	3	1	63
36-45	0	5	23	13	3	0	44
46-55	2	8	18	11	2	0	41
56-65	0	0	10	2	0	1	13
Unidentified	0	0	2	1	1	1	5
Total	3	29	104	59	13	3	211

25 d.f.; Chi square = 40.359; $p < .05$

Exceptions to the foregoing appear to lie in service area and age identification categories. Responses in business education appear to have been in higher agreement than expected in item 20 (dealing with the apparent lack of prioritization of the elderly in vocational education).

As far as the age categories are concerned, the age group 26-35 was lower than expected value in agreement with item 16 (dealing with interest in implementing programs for the elderly). The same age group responded very highly in the undecided category for the item 16 and the 46-55 age group was highly represented in the strongly agree response category to the same item and a very low in "undecided". It would appear that the older vocational education personnel are more prepared to work with the elderly than are the younger professionals.

Responses to Part II--Opinion Inventory

Table 9 contains a summary of responses to individual items in the Opinion Inventory section of the survey questionnaire. The statements in the section can be grouped into three categories for examination:

1. Attitudes regarding the role of vocational education in serving the elderly;
2. Attitudes regarding the competencies and abilities of older persons in general and with regard to vocational education;
3. Opinions concerning the readiness, in terms of resources and personnel, of the vocational education profession to serve the elderly.

With regard to the first of the three categories, that dealing with the elderly as an appropriate concern of vocational education, the respondents are found to be overwhelmingly in agreement with the proposition that vocational education has a proper role to play in service to the elderly. Items one, three, five, ten, and eleven (see Appendix)

TABLE 9

SUMMARY OPINION INVENTORY FREQUENCIES

Item	Omissions		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Number or Percent		Number or Percent		Number or Percent		Number or Percent		Number or Percent		Number or Percent	
1	1	(less than 1)	57	(27)	117	(55)	22	(10)	13	(6)	1	(less than 1)
2	0	-	4	(2)	36	(17)	49	(23)	92	(44)	30	(14)
3	0	-	2	(1)	13	(6)	9	(4)	126	(60)	61	(29)
4	0	-	6	(3)	47	(22)	22	(10)	101	(48)	35	(17)
5	1	(4)	2	(1)	14	(7)	13	(6)	95	(45)	86	(41)
6	1	(4)	33	(16)	129	(61)	24	(11)	20	(9)	4	(2)
7	1	(4)	14	(7)	81	(38)	34	(16)	72	(34)	9	(4)
8	2	(1)	2	(1)	6	(3)	5	(2)	119	(56)	77	(36)

TABLE 9--Continued

Item	Omissions		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Number or	Percent	Number or	Percent	Number or	Percent	Number or	Percent	Number or	Percent	Number or	Percent
9	1	(1)	45	(21)	113	(54)	20	(9)	28	(13)	4	(2)
10	0	-	88	(42)	102	(48)	13	(6)	7	(3)	1	(4)
11	0	-	86	(41)	111	(53)	8	(4)	5	(2)	1	(less than 1)
12	0	-	3	(1)	12	(6)	41	(19)	120	(57)	35	(17)
13	7	(3)	5	(2)	40	(19)	37	(18)	97	(46)	35	(17)
14	3	(1)	1	(less than 1)	9	(4)	28	(13)	117	(55)	53	(25)
15	4	(2)	7	(3)	63	(30)	60	(28)	63	(30)	14	(7)
16	3	(1)	32	(15)	101	(48)	62	(29)	12	(6)	1	(less than 1)
17	2	(1)	5	(2)	45	(21)	37	(18)	110	(52)	12	(6)

TABLE 9--Continued

Item	Omissions		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	Number or	Percent	Number or	Percent	Number or	Percent	Number or	Percent	Number or	Percent	Number or	Percent
18	3	(1)	5	(2)	72	(34)	53	(25)	70	(33)	8	(4)
19	6	(3)	17	(8)	54	(26)	67	(32)	60	(28)	7	(3)
20	0	-	27	(13)	125	(59)	36	(17)	19	(9)	4	(2)
21	3	(1)	29	(14)	104	(49)	59	(28)	13	(6)	3	(1)

can be considered to be in the first category, and to these statements the percent of positive response was 82, 89, 86, 90, and 94 respectively. It would seem that vocational educators considered that, as a profession, they had a great deal of responsibility toward the segment of the population which can be termed aging. It can be noted that the items in this category were posed in both positive and negative manners, and in both instances the respondents revealed that their basic feelings were in favor of the inclusion of the elderly in the considerations of vocational educators. Especially meaningful is the response to item eleven: "Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society." Fully 94 percent of the respondents agreed with this idea which would seem to indicate that the aging are not to be included in vocational education programs merely for their own amusement or interest, but, rather, that they had a definite contribution to make. This reveals an attitude on the part of vocational educators which differs markedly from the stereotype of the elderly person as consigned to a rocking chair. Apparently vocational personnel feel that the elderly can be useful, contributing members of society and that the profession has a part to play in augmenting that usefulness.

The second group of statements, comprising items two, four, eight, nine, fourteen, fifteen, and sixteen, deals with attitudes toward the elderly as a group and with the elderly as participants in vocational education. Here the responses do not reveal vocational educators as thoroughly committed to the elderly as did the first group of statements. To be sure 92 percent of the respondents did feel that the elderly could be retrained to new jobs (see item 8), and 80 percent denied any feeling against working with the elderly (see item 14), however, only 58 percent could disagree with the possibility that the elderly would not "fit in" in vocational education programs (item 2). It is revealing to note that 23 percent of the respondents were undecided regarding the "fitting in" idea with respect to the elderly, and it is not clear whether these responses were made due to what the vocational educators considered to be the nature of the elderly themselves, or the nature of currently operating vocational programs. Similar in nature was item 4: "Older people have a rather limited range of activities they could participate in in vocational education programs." However, in this case it is clear that the limitation is that of the elderly rather than of the programs. Disagreement with this statement was among 65 percent of the respondents who thusly indicated that they considered the elderly able to participate in vocational activities as presently constituted. Seventy-five percent considered that aging has, in the wording of item 9, ". . . quite literally been given a bad impression in our society," showing that vocational educators are indeed aware of the negative stereotyping of the aged which permeates the American scene.

It is informative to note the responses to items 14 and 15. Eighty percent denied negative feelings about working with persons 65 years and over, while, when asked to respond to the statement: "I prefer working with young people instead of the older ones," there was no clear cut response. Seventy-seven, or 37 percent disagreed with the statement, 70, or 33 percent agreed, while 64 persons, or a full 30 percent reported themselves as undecided. Item 16, which directed itself toward the same attitude from another point of view reads: "Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or acitivities for elderly persons." Here again there were a large number of undecided respondents. Sixty-five, or 30 percent of the educators either marked that item undecided, or omitted it. Of those who were able to respond either positively or negatively however, 143 did indicate interest in implementing programs for the elderly, given the necessary resources.

The third category of Opinion Inventory items deals with a broad range of items attempting to assess the opinions of vocational educators regarding their profession and its adequacy in dealing with the aging, both philosophical underlayment in terms of priorities and of resources, including both personnel and situational resources. Virginia's vocational education professionals appear largely unsure as to whether their own personnel are adequately trained to work with the elderly (item 7). A higher proportion are in agreement with the statement: "Vocational personnel are inadequately trained to work with elderly people." Ninety-four or 45 percent of the respondents agreed with the item, whereas, only 81, or 38 percent felt that the statement was untrue. A representative group, 35, or just under 17 percent were unable to commit themselves to a response either affirmatively or negatively.

In contrast to the feelings about personnel adequacy to work with the elderly, there was far more agreement that: "Most existing vocational-technical programs lack realistic educational opportunities for older people who work." To this item, 162, or 77 percent were able to agree, with only 24 persons, or 11 percent in disagreement. This would seem to be a rather negative view of the current status of vocational education's ability to provide services for the elderly in its present form.

Vocational educators are plainly in heavy disagreement with the statement: "It is too costly to initiate vocational education programs for elderly persons," for 155 respondents, or 74 percent did not feel that this was true; only 15 persons indicated agreement. It would seem that vocational educators do not feel that financial barriers to programming for elderly citizens exist. There was also a general negation of the idea that vocational teachers do not have time to work with the elderly (item 13). Of those responding, 132 (63 percent) disagreed with the statement: "As a vocational teacher, I simply do not have the time to work with elderly persons." General disagreement was expressed additionally to the idea, "Vocational facilities are not adequate in teaching skills to older persons," with 122, or 58 percent negating the statement.

In contrast, there was no clear uniformity of opinion regarding the social climate in vocational programs and its adaptability for the potential elderly learner. Responses to item 18: "The social climate in vocational education programs might prevent many elderly persons, who might not otherwise, from enrolling in such programs," were almost exactly evenly divided between agreement and disagreement, with 77 agreeing, and 78 disagreeing. However, 56 of the respondants were unable to decide on any response to the item, further indicating the lack of any clear decision on the matter.

Rather strong feelings emerged to item 30, which read: "Working with elderly persons is simply not seen as a priority in vocational education." A very large number of respondents, 152 in number, felt that this was true. Clearly those so responding were recording a judgment against the profession and its lack of prioritization for the cause of the elderly, as reflected in the large numbers of those who agreed that programs for the elderly should be included in comprehensive vocational educational efforts (item 1).

As far as support from the local school divisions is concerned, there is no general agreement as to whether it is a factor in the lack of respondent aggressiveness in pushing programs for the elderly (item 19). In this case, the respondents were almost perfectly divided in a three-way split between agreement, disagreement, and lack of opinion. Upon reflection, it seems that this may be due to at least two factors. Either the respondants had never considered moving toward programs for the elderly and hence did not know what the reactions of the local school divisions might be in such cases, or the variety of school divisions represented is so varied that judgment on the part of the respndents is not possible en masse. It is more likely however, that the former is true in this case, as there did not seem to be disagreement over districts on a large number of items.

Professional vocational educators appear to be presenting a rather definitive indictment of state vocational leadership in Virginia and its lack of efforts to encourage concern for the elderly. Of those responding, 133, or 63 percent agreed that the leadership had not yet responded to the needs of the elderly in the commonwealth in terms of promoting programs for the aging. A rather large 29 percent of the respondents had no opinion on this item, seeming to point to the general level of uncertainty in vocational education circles over programs for the elderly. The idea seems to be so new that many professionals have not yet been able to form opinions about the role of vocational education in serving the older adult.

Responses to Part III--Resources, Capabilities and Potentials

In this section the strategy frequently employed was to make forced-choice questions out of open-ended concerns. In many of the items respondents were asked to mark "YES", or "NO", or "UNSURE", and to give comments on the questions. Less than half of the vocational education personnel surveyed completed all of the items in this section. In many cases responses were made to several of the items with the remainder being left blank. Often, the forced-choice was checked but comments not given. Due to the nature of this section, computerization was not effective, i.e., the instruments were eye-scanned and the responses were tabulated and recorded manually.

With regard to the role which vocational education should assume in serving the elderly (item 22), a variety of responses was encountered. Examination of these responses, however, revealed that they fit into several categories, which are listed below in order of frequency of occurance:

1. Provide skill training for the elderly. (27)
2. Provide leadership in working with the elderly. (18)
3. Train the elderly to develop hobbies for meaningful use of time. (16)
4. Provide the resources for elderly training. (15)
5. Get the elderly involved in current vocational programs. (12)
6. Traing the elderly to earn money in part-time jobs. (10)
7. Provide opportunity and encouragement for the elderly to participate in vocational education programs. (8)
8. Fund programs for the elderly. (6)
9. Work with the community and business to serve the elderly. (3)

TABLE 10

PERCEIVED COMPETENCE OF VOCATIONAL EDUCATORS TO SERVE THE ELDERLY

(n = 184)*

Perceive Competence	Frequency	Percent
yes	69	37.5
no	31	16.8
unsure	84	45.7

* Represents percent of responses rather than percent of sample

TABLE 11

PERCEIVED ADEQUACY OF RESOURCES FOR WORKING WITH THE ELDERLY

(n = 202)*

Perceive Adequacy	Frequency	Percent
yes	37	18.3
no	124	61.4
unsure	41	20.3

* Represents percent of responses rather than percent of sample

10. Discontinue age as a factor in the admission of students. (5)

11. Have elderly persons become resources for the schools. (2)

As can readily be seen, several of the categories above could logically be combined further into a single category, however, there are some nuances of meaning which were considered important and distinct enough to warrant separate listing. Several of the respondents listed essential negative responses to the item, including: "Let's take care of the young first," and "We have enough to do already," but their number (6) was so small as to be unimportant in the face of the large number of respondents (122) who saw positive actions which vocational education could take in working with and for the elderly.

The data reported in Table 10 concerning self-reported perceived competencies to coordinate programs of vocational education for the elderly seem to indicate that there exists a lack of confidence with respect to dealing with potential older learners. If the number of respondents who did not mark this item can logically be conjectured to be uncertain as to their potential effectiveness and added to the "Unsure" category of responses, then the number who do not feel able to declare themselves competent in dealing with the elderly in vocational programs rises to 142 (31 "No" responses, 84 "Unsure" responses, 27 omissions) or a startling 67.3 percent of the total sample. A comparison with item 7 is in order. It will be recalled that item 7 asked for reactions to the adequacy of training of vocational personnel to work with the aged. Only 38 percent of the sample denied the inadequacy of the training of vocational education personnel which shows a high degree of consistency with item 23. Apparently vocational educators feel themselves to be rather typical in terms of adequacy to deal with the aged and responded similarly when asked to view the profession as a whole and themselves as individuals.

Comments recorded to item 23 reveal a wide range of feelings on this issue. Some of the comments to accompany positive statements reflect personal experience:

"My oldest enrolee in adult agricultural mechanics was 91."

"I have worked many years in evening programs for adults."

"I have taught adult farmers, am sure I could teach others."

"23 years of teaching night school; the elderly were welcomed."

One respondent felt that his own age would enable him to deal effectively with the older student:

"I'm 54, need I say more?"

Others in the sample felt that they "needed classes or seminars to be able to feel effective," or that they "needed to know the needs of the aging before being able to coordinate a program." Some expressed doubts in terms of patience to work with the elderly, or adjustments in teaching methodology. Some felt that a broader background was needed in terms of the special needs of the elderly in vocational education situations. Most of the negative comments could be attributed to the need for special training in one or more areas.

When asked to communicate perceptions regarding the adequacy of material resources for working with the aged (Table 2) respondents to a large degree (61.4 percent) felt that present resources appeared to be inadequate. It is not clear whether the same response would have been given if there had been a request for opinion concerning the adequacy of resources in general. It cannot be known then, whether vocational education personnel consider their current resources adequate for the programs they are currently conducting, or whether it would be for programs for the elderly in particular that the resources would be inadequate. Comments do not particularly clarify the situation, as in large measure, they reflect the feelings of the respondants that equipment, space, materials are inadequate, but do not state whether they are inadequate for current programs, or would be if programs for the aging were added. In some cases, it was reported the equipment and space were adequate, but time and money were lacking. In the case of time and particularly money, it appeared evident that respondants were answering with respect to current programs. Specific emphasis was placed on the difficulty of securing adequate funding for current programs.

As reported in Table 12, there appears to be very little evidence of planning for programs designed for the elderly. Less than 20 percent of those responding could report that they knew of goals for inclusion of the aging in vocational programs. Of course, there may be plans in existence of which the respondents are not aware, but taking the data at face value, it appears that little is in the offing for the aging. Those who did respond positively to the question were likely to report current programs in the comments space.

According to the data reported in Table 13, the preponderance of respondents reported that colleges and universities (especially colleges of education) should be doing more in helping with preparation of vocational education personnel to work with the elderly, with more than 84 percent of those surveyed so reporting. To item 28, which asked for examples of what the respondents would suggest that the colleges and universities do, the vast majority of those completing the item suggested that courses be offered in one form or another to prepare vocational

TABLE 12

DATA CONCERNING ANTICIPATED GOALS FOR INITIATING PROGRAMS FOR THE AGED

(n = 193)*

Anticipated Programs	Frequency	Percent
Yes	38	19.7
No	89	46.1
Unsure	66	34.2

* Percent of those responding

TABLE 13

DATA CONCERNING INVOLVEMENT OF COLLEGES AND UNIVERSITIES IN PREPARATION FOR WORKING WITH ELDERLY

(n = 201)*

Desire College & University Involvement	Frequency	Percent
Yes	169	84.1
No	9	4.5
Unsure	25	12.4

* Percent of those responding

education personnel to work with the aging. Other suggestings were: to study the characteristics of the elderly and suggest possible programs; to update curricula to include consideration of the aging; to provide laboratory experiences with the elderly for those in training; to encourage the elderly to take courese; to inform students of what to expect in working with the elderly; to offer adult development courses instead of child development only; to employ educators with experience in dealing with the elderly; to provide human relations training with respect to the elderly; to provide lesson guides and audio-visual materials especially designed for use with the elderly.

Item 29 posed the question: "What are you currently doing in your vocational education program to meet the needs of elderly persons?" Less than 100 respondents completed this item, and of those who did, the overwhelming majority simply wrote, "nothing". Of those who did report current efforts, the most frequently mentioned was offering night courses to adults including the aging. Other efforts mentioned included making present courses available at no cost, holding pre-employment clinics for welfare recipients, holding free avocational courese, and offering adult education classes in agriculture, business, and mechanics. It can be supposed that the large number of personnel not responding to the item had no current program to report. Item 30 proved to be a repeat of item 29, with most instruments being unanswered for this item. Of those who did respond, the programs listed were the same as those in item 29. Specific adult courses were listed, along with free tuition, or reduced cost for the elderly.

There was a wide variety of suggestions offered in response to item 31 which asked: "In your opinion, what must be done immediately to help facilitate meeting not only the vocational need but, also affective and cognitive needs of the elderly in vocational education programs?" The responses, listed in order of frequency were:

Plan courses to meet the needs of the elderly.

Give wider publicity to the needs of the elderly.

Get the elderly involved in current programs.

Conduct pilot programs in working with the elderly.

Conduct studies of the vocational needs of the elderly.

Let the elderly know that they are wanted and needed.

Provide additional resources.

Inform seniors of the resources already available to them.

Offer day time courses for the elderly.

Treat all ages equally.

Provide programs for the elderly especially in rural areas.

Conduct community research.

Provide liaison between school administrators and community agencies for the aged.

In view of the fact that the majority of respondents indicated opinions that the state vocational leadership in Virginia has not yet done much to encourage program concern for the elderly (see item 21), it is revealing to note the categories of response to item 32 which asks respondents to state how the State Department of Education and the Division of Vocational Education could assist the educator in his efforts to extend services to the elderly. Most of those responding entered the broad response, "provide resources," without specifying what resources should be provided. A number asked that courses and programs be developed by the state leadership. Other suggestions included: develop guidelines, provide reimbursement, make research grants available, provide specific budgeting for elderly vocational education programs, provide information, study vocational education needs of the elderly, provide public relations services, and influence local administration in favor of programs for the elderly.

Table 14 records responses to item 33 which asks vocational education personnel to suggest ways in which local school divisions could assist in the effort to work with aging persons. Some of the respondents did not list the priorities in consecutive order but assigned equal priority to several categories to response, i.e., several categories may have had the same numeric value. The frequencies, therefore, do not add to total number of respondents. They are, however, reported exactly as marked. It can be seen that high priority is given to providing additional resources, to establishing programs for teachers and the elderly to become involved in common tasks. Release time for personnel to attend seminars and conferences on the aged also received a large number of high priority responses. It must be noted that not all respondents marked each type of contribution; some marked only several, suggesting that all those marked were considered to be somewhat important by the respondents. Worth noticing is the fact that establishing a gerontology center at local schools was not given high priority by many respondents, but a large number of personnel considered it a possibility. Other contributions which local school divisions could make were listed as: provide transportation for the elderly, establish RSVP (Retired Senior Volunteer Program) in the area, provide money.

Responses to Part IV--Optional

This section was set up for free responses by vocational education personnel to the forecasted increasing life expectancy and population trends.

TABLE 14

POTENTIAL LOCAL SCHOOL DIVISIONS CONTRIBUTIONS ON BEHALF OF ELDERLY

Type of Contribution	Priority Frequency					
	1	2	3	4	5	6
Provide Additional Resources	56	38	28	14	28	14
Provide Faculty In-Service Education	38	33	47	33	14	5
Give Release Time For Attendance To Seminars And/Or Conferences On The Aged	42	52	19	19	24	14
Hire Elderly Persons As Paraprofessionals In The School	14	24	24	52	38	14
Establish A Program That Will Involve Teachers And Older Persons Working On A Common Task	56	28	37	33	19	0
Establish A Gerontology Center At The School	19	5	23	9	13	80

Not many of the persons responding to the questionnaire reacted to this optional section, but those who did provided much insight into the feeling of educators toward the problems of the aging. No tabulation was made of the types of response given due to their varied nature, and no reporting other than verbatim transcripts of the responses would suffice to record their quality.

> --I believe the usefulness of man can be extended far beyond what he now experiences in his quest for work. I think the increased age if it becomes a reality is just great. I can foresee that the educational process as it now exists must undergo extensive and unprecedented change not by the year 2000 but in the next decade. As the number of elderly continues to rise the evidence is clear and distinct that this too is a primary concern of all educational institutions, if educational institutions are going to do justice to all mankind. Thanks be to many broad minded educators that they can have enough insight and feelings to begin to alleviate the disaster of our Aged Citizens--
>
> --Our society is continually hit with the thought that, "old dogs can't learn new tricks." One doesn't stop thinking and learning at age 65 or over.
>
> Career education has been expressed as everything that happens to an individual from the "womb to the tomb." The greatest threat to the elderly is a feeling of being not wanted and being an unproductive member of our society. Boredom is enemy number one.
>
> Vocational education must lead the way to relieve our elderly of such thoughts--
>
> --I am a nurse. My occupation is concerned with helping people live the best and longest life they can.
>
> My idea of living is being able to "contribute"--not just breathe in and out.
>
> My personal feeling is that continued learning is a big part of being alive--
>
> --I will be one of those people and I hope to live to at least 110!--
>
> --I have honestly never given any thought to vocational education for the elderly. My knowledge of problems for the elderly is in the area of use of leisure time, health, etc.
>
> I must admit that I never knew that vocational training for those over 65 was a major thrust in any area. I've always thought of these years as "years of retirement," rather that "years of training" for a vocation.

The opinions here are influences more by ignorance on the subject--not apathy toward the subject--

--The research progress in modern science and the population explosion necessitates a wide focus on educational endeavors. We must continue to update the school curriculum more extensively than we have in the past to meet society's needs. Our educational program must broaden the curriculum to include more extensive training for the elderly--whatever their age may be--

--I feel that it is a bad investment to spend time and money on vocational training for the aged. With the social security and retirement age being lowered as it is I feel that you would be trained a person who would be able to contribute just a short time to the job market.

Any training for the elderly should be in the nature of how to handle retirement. Have courses designed to show them how to enjoy the free time that they now have or will soon have on their hands--

--This country needs to treat these people as productive citizens even if it's not full time working citizens--

--Let's not put people nor education out to pasture!--

--The asistic veneration of the "wise old one" or the sagacious concepts of the Indian will have to rebirth themselves and join in the cultural considerations of this society and we had better prepare all people for this. Life should be meaningful. Matthew 22:14--

--As life expectancy increases, then the role of vocational education, as well as education in general, takes on added significance and importance--

--I don't have anything against the aged, but you are assuming I want to help in working with them. I DON'T--as a matter of fact I am very uninterested!!!!!--

--I believe that programs of public service for the aging should be available for them such that they could be active and feel involved. I do not believe that any great move should be made to expand educational opportunities for the aging, however.

I suggest that the aged could be employed at parks, playgrounds, etc.; and in craft and art shops; being of service to themselves, each other, and to the public; maintaining and beautifying the environment.

I would think that pay would be minimal, in most cases, and that their reward would simply be the opportunity to socialize with each other and the public; and to be a part of an organized effort to utilize their talents--talents developed during a lifetime in most instances--

—Although I will be past middle age by the year 2000, I hate to see the life expectancy extended past the present age of about 70-75. This is simply because at the present time our present programs for the aged are not totally working with the present number of aged persons. If this number is increased, and better programs are not instituted our country and society could be in big trouble. I for one am greatly respectful of the older generation and do not like to see older folks mistreated, but it looks like this could become a major problem if there are more older persons living with no way of making a living. Let's face it, unless the federal programs such as Social Security, etc. are revised, they will be of no value in the future if our living standard continues to increase and this is the only means of support that a lot of the elderly persons have today. I only hope that if the life expectancy is increased by the year 2000, that new programs, including vocational programs will be instituted in order that the aged persons can make a contribution to society—

—This is hard to comprehend--also, by the year 2000 I will be 70 years old, and be included in this group. I would have to know what the aging want before I could know how to begin to help them--

—Twenty-five years is a short time away for us to be confronted with this problem--and without "early" retirements, a person still young needs to be taught how to begin a new life and find himself again. A job of re-educating this group of people will be necessary if we want them to be happy useful members of society.

Someway, somehow old age must be recognized as an attribute and not shrugged off and these people shelved by the young. The under 30 group, I believe needs to be taught to see this and be able to feel they still need this "graying" group—

—I am very much concerned about the status of the elderly in our society. I believe that a lot of wisdom is lost to our society, particularly the young people, through the lack of association with the elderly. We tend to segregate and categorize people in every aspect of life from the daily chores of home to the classroom in the public school system, church discussion groups, social activities and clubs sponsored by the community, state and national levels. I am not saying that this is all bad, but it does involve an element of risk which we should be aware of. Too much emphasis placed on the needs of any minority group without keeping our society as a whole in the forefront can work against the group in the end.

Find ways in which we can keep them involved in all aspects of life--

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem

The broader concern of this study was to determine the current status of the attitudes and perceptions of vocational education personnel with regard to service to the aging segment of the population. In addition information was sought with regard to current programs being conducted for the elderly in the area of vocational education, and prospects and proposals for programs of this nature in the future. Assessment was made of the perceived degree of readiness in the areas of human and material resources to serve the elderly. What, in other words, do the professionals in the field feel they would be able to do with present resources and what would be needed to make ready to work with the aged.

Procedure

A survey instrument combining open-ended and closed form items was mailed to a stratified sample of vocational educators in the commonwealth of Virginia.

Summary of Findings

The results of the present study indicate that a majority of vocational educators see the problems of the elderly as a proper area of professional concern, with at least 80 percent of the respondents expressing positive reactions to each item dealing with vocational education and its role in serving the elderly.

—Old people need to be needed. Their jobs need to be more simple than in earlier life and they need help in planning their work, but they cannot be "let out to pasture" so to speak because they then become a burden to society. Plans should be made now to help them to continueeto have a necessary and useful place in society. Yes, I think vocational education could have a part in preparing elderly people for a useful place in society—

—Vocational education should be a part of any study that concerns itself with people oriented problems—

—Very little provisions are being made now for the elderly that I am aware of. It appears to be more and more difficult to handle the present situation involving the elderly. In other words, health problems, social problems, emotional concerns continue to be significant with this group. There are not enough hospitals, home for the aging, and other facilities to accomodate these people.

With increased use of birth control and longer life spans, fewer babies are born but more elderly persons exist. There is a definite need for increased awareness of welfare and services for the elderly. I do not feel that the public is educated on exactly "how" to help and serve these people in our community. After all, they too have a place and a real purpose in our society. Perhaps it would be well to initiate these programs through the local vocational-technical centers and social services departments. This group of people are in definite need of overall gerontology care or services--

—Life expectancy expansion means nothing if we are only existing. The important thing is that we find life interesting and continue to function in some beneficial way to ourselves and to others.

Furniture gains value with age; the bark on a tree is more beautiful if aged. Why must human aging be a stigma?

One is not born old, he grows that way, each one goes the same route.

Any age should be a lovely age to be!--

Vocational education personnel are somewhat less committed to working with the elderly when the characteristics of the elderly as potential consumers of vocational education are considered. There seemed to be no definitive response to questions regarding the preference of the educators to work with either the olderly or their customary population of young people. Items posed in this area yielded mixed results, indicating possible mixed feelings on the part of the professionals sampled.

Virginia's vocational educators appear largely unsure of their own competence in dealing with the elderly. Less than half could declare positively that they considered either themselves or their profession as a while adequately trained for service to the elderly.

The vocational educators sampled present a negative view of their perception of the contribution of state vocational education leadership to the needs of the elderly. Sixty-three percent saw the leadership as not responsive to the needs of the elderly.

Few respondents could point to programs actually in effect for the elderly or to plans for future offerings. Those who reported that they had attempted to institute programs and met with obstacles reported those obstacles to be largely in the nature of lack of facilities and finances, administrative opposition, poor attendance and inadequate transportation.

In terms of facilitation to help vocational education meet the needs of the elderly, it was felt that the colleges and universities could offer much to the profession. Help was indicated as needed in areas of program development, instruction as to the nature and needs of the elderly, publicity and public relations, and resources. It was felt that the state leadership could provide liaison between local administrators and community agencies which serve the elderly. Additionally the need for funded research in areas of aging and education was indicated by the respondents.

It was reported that local school divisions could best aid in service to the aging by permitting personnel to attend educational seminars and conferences on aging in order to update their knowledge and skills, by establishing programs which provide opportunity for interchange and cooperation between educators and the elderly, and by providing faculty in-service education with respect to the elderly.

Conclusions

The results of this study indicate that the following generalizations can be offered:

1. Vocational educators as a group appear to be concerned with the problems of the elderly, and feel that these problems are a proper concern of vocational education as a profession.

2. It appears that vocational educators are somewhat unconvinced as to the suitability of present programs of vocational education to the elderly segment of the population.

3. Similarly, vocational educators preceive their own training to be largely inadequate in terms of potential service to the elderly. They perceive their resources to be less than optimal.

4. Vocational educators overwhelmingly feel that service to the aging has not been, nor is at present, a high priority item within the profession.

5. It was observed that there are not a great many vocational education programs specifically designed for the aging in operation at the present time, nor are any definite plans in existence for future offerings for this segment of the population. Where programs do exist, they are likely to be in the areas of agriculture, crafts, and business and to be primarily adult education programs which the elderly are eligible to attend--frequently at no cost to or on a reduced fee basis.

6. Vocational educators perceive there is much to be done both by local school divisions and by the state vocational education leadership in terms of assisting line personnel

to prepare themselves in terms of skills, attitudes, and knowledge for working with the aging. Also the need for provision of additional resources is one that is seen as capable of being met by local divisions and by the state leadership.

Recommendations

Education in a democratic society cannot reasonably neglect the needs of any segment of its population, whether the segment be majority or minority in nature. Either education functions to integrate the needs of all within its priorities and programs, or it becomes a sterile, self-serving institution.

Vocational education for the elderly has been established in this study as a proper concern of the profession. The relationship between vocational education as a profession and the value process by which programs are determined and priorities established leads to the following recommendations:

1. Insofar as the goals of vocational education include provision of services to all segments of the population able to use those services, it is incumbent upon the profession to study the needs of the elderly, to explore possible ways in which vocational education could meet those needs, and to plan programs specifically designed with such ends in mind.

2. If vocational education is to take its rightful place as a significant purveyor of educational and societal values, then public relations efforts must be made by the profession to alert itself and the community to the needs of the elderly and the ways in which vocational education can meet those needs. Pressure needs to be applied to local school divisions and to the state vocational leadership from "grass roots" educators who are knowledgeable regarding the needs of the people they are close to.

3. Leadership should be provided by state vocational education officials to offer seminars, courses, conferences pertaining to the needs of the aging and to the potential role of vocational education in meeting those needs. In addition, research needs to be sponsored which would seek to discover optimum means of working toward the end of inclusion of the elderly in the mainstream of vocational education efforts.

4. Guidelines need to be developed which could be utilized by local personnel in establishing programs designed to meet the needs of the increasing elderly population.

5. Inclusion of seniors in current youth-oriented programs as advisors and para-professionals could help to meet the needs of both the profession and of the aging. Resources such as the talent and ability of the elderly are too valuable to be lost by virtue of neglect.

6. Colleges and universities, especially schools of education, need to be awakened to the burgeoning aging segment of the population and to the potential contribution of education to that segment. Research should be sponsored and curriculum revision accomplished in order to use the well-financed facilities and manpower of the institutions of higher education in the service of all elements of society.

7. Educators of all stripes need to be made aware of legislative processes in order that they may make proper use of the democratic system to obtain what is needed to properly discharge the responsibilities implicit in the establishment of educational systems, and to see that inclusion of all segments of the population in educational programs is a priority, and that resources both material and human, are provided for the meeting of those responsibilities.

The educational importance of the study offers several implications; two of the most important are:

1. The study should assist in establishing credibility of concern on the part of vocational education personnel toward the elderly.

2. The study offers a basis from which guidelines can be developed and utilized by vocational education personnel in designing programs to meet the needs of elderly persons.

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APPENDIX A —
COPY OF LETTER MAILED TO RESPONDENTS

COLLEGE OF EDUCATION
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Blacksburg, Virginia 24061
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

September, 1974

To:. Vocational Teachers, Administrators and Supervisors

From: N. Alan Sheppard NAS
Principal Investigator

Dewey A. Adams
Dewey A. Adams
Chairman, Division of
Vocational and Technical
Education

Your help is urgently needed!!!

You have been selected as a representative of a statewide stratified sample of Vocational teachers, administrators, and supervisors to take part in a Virginia Polytechnic Institute and State University research project of major importance.

This project is aimed at assessing attitudes and perceptions held by Vocational Education personnel, financial and staff resources available, and current efforts being extended toward the education of the aged through Vocational Education programs.

The Vocational Education Act of 1963 and the subsequent amendments of 1968 provided monies to meet the needs of several groups. It is our belief here at VPI & SU that one of the most serious educationally, socially and economically handicapped groups which Vocational Education potentially can make a viable contribution to is that group often referred to as "the Aged", "the elderly", or "the old people".

Our lack of aggressiveness in Vocational Education in responding to the needs of this important segment of our society may, in part, be due to our lack of understanding as to just what Vocational Education can or cannot do for this group, attitudes, and perceptions of Vocational Education as a facilitator of elderly persons, and uncertainty as to how Vocational Education can indeed make a contribution to senior citizens.

All that you need do to render this very worthwhile contribution to education and Vocational Education is complete the following questionnaire. Won't you take 20-25 minutes now and provide the information needed and return the form in today's mail?

Thank you for this very important contribution. You may be assured that after the data are transferred to computer cards, this questionnaire will be destroyed and your anonymity will be guaranteed.

All you need do to render this very worthwhile contribution to education is complete the enclosed questionnaire and return it to me promptly in the enclosed self-addressed and stamped envelope. Won't you please take 15-20 minutes now and provide the information needed and return the form in today's mail?

Thank you for this very important contribution. You may be assured that after the data are transferred to computer cards, this questionnaire will be destroyed and your anonymity will be guaranteed.

Sincerely,

N. Alan Sheppard

N. Alan Sheppard, Ph.D.
Project Director

APPENDIX B. SURVEY INSTRUMENT

Division of Vocational
and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Research   August, 1974

SURVEY AND STATUS OF VOCATIONAL EDUCATION IN SERVING THE AGING

GENERAL DIRECTIONS: Please complete all sections. When you have completed the form return it in the enclosed return, self-addressed, stamped envelope to:

Dr. N. Alan Sheppard
2125C Derring Hall
Virginia Polytechnic Institute and State University
Blacksburg, Virginia
24061

ALL RESPONSES WHICH YOU GIVE WILL BE HELD STRICTLY CONFIDENTIAL

I. PERSONAL INFORMATION

A. Social Security Number ______________________________

B. You are: (please check the appropriate option)

___ Male   ___ Female

C. Your vocational education status is:

___ Teacher   ___ Administrator   ___ Counselor

___ Supervisor   ___ Other ______________________________
please specify

D. Your vocational service area is: (please check appropriate option)

___ Agricultural Education   ___ Home Economics (consumer or vocational)   ___ Distributive Education

___ Industrial Arts Education   ___ Health Occupations   ___ Business Education

___ Trade and Industrial Education

E. Your geographical location is: (please check appropriate option)

___ Urban   ___ Rural   ___ Suburban

F. You work primarily at the: (please check appropriate option)

___ Elementary level   ___ Post-secondary (community colleges)   ___ Post-secondary (vocational-technical schools)

___ Secondary level

___ Post-secondary (baccalaureate degree level-4 yr. colleges and/or univ.)

G. Your age group is: (please check appropriate option)

___ 25 or below ___ 36 - 45 ___ 56 - 65

___ 26 - 35 ___ 46 - 55 ___ over 65

II. OPINION INVENTORY

The scale below has been prepared so that you can indicate how you feel about vocational education responding to the needs of older Americans. Please circle the letter(s) on the right indicating how you fe[illegible]bout each statement.

SA = strongly agree A = agree U = undecided [illegible] = disagree and

SD = strongly disagree

(The terms "elderly", "aged" or "aging" are used synonymously and refer to persons in this study 60 years of age and over.)

1. Programs for the elderly should be included in a comprehensive vocational education curriculum. SA A U D SD

2. Elderly people will not feel like they really "fit in" in a vocational education program. SA A U D SD

3. Vocational education can contribute very little to elderly people. SA A U D SD

4. Older people have a rather limited range of activities they could participate in in vocational education programs. SA A U D SD

5. Frankly speaking, the aging and their problems should not be of great concern to vocational education. SA A U D SD

6. Most existing vocational-technical programs lack realistic educational opportunities for older people who work. SA A U D SD

7. Vocational personnel are inadequately trained to work with elderly people. SA A U D SD

8. Elderly people cannot be trained to do a new job. SA A U D SD

9. Aging quite literally has been given a bad impression in our society. SA A U D SD

10. Vocational education is for everyone, including the elderly. SA A U D SD

11. Vocational education programs can provide not only an opportunity to make elderly persons feel needed, but can help them develop skills that will make them very useful in our society. SA A U D SD

12. It is too costly to initiate vocational education programs for elderly persons. SA A U D SD

13. As a vocational teacher, I simply do not have the time to work with elderly persons. SA A U D SD

14. I do not enjoy the thought of having to work with people 65 years and over. SA A U D SD

15. I prefer working with young people instead of the older ones. SA A U D SD

16. Given all the resources I would need for my vocational program, I would be very interested in implementing programs, courses and/or activities for elderly persons. SA A U D SD

17. Vocational facilities are not adequate in teaching skills to older persons. SA A U D SD

18. The social climate in vocational education programs might prevent many elderly persons, who might not otherwise, from enrolling in such programs. SA A U D SD

19. A lack of local school division support is a factor in my lack of aggressiveness in pushing vocational programs for elderly persons. SA A U D SD

20. Working with elderly persons is simply not seen as a priority in vocational education. SA A U D SD

21. The state vocational education leadership in Virginia has done very little, if anything, to encourage program concern for the elderly. SA A U D SD

III. RESOURCES, CAPABILITY AND POTENTIALS

22. What role do you feel vocational education should assume in serving the elderly?
Comments ____________________

23. Do you feel you have the necessary competencies to effectively coordinate vocational education programs for the elderly? YES___ NO___ UNSURE___
Comments ____________________

24. Do you feel you have adequate resources (eg., equipment, space, time, money, etc.) for working with the aged? YES___ NO___ UNSURE___
Comments ____________________

25. Do you have any anticipated or future goals for iniating vocational education programs, services, or activities at your school or institution? YES___ NO___
UNSURE___ Comments ____________________

26. If you have attempted to sponsor or initiate programs for the aging but failed, what were the major obstacles to implementation?
Comments ____
____
____

27. Do you feel colleges and universities (especially colleges of education) should do more in helping teachers prepare for work with elderly people? YES___ NO___ UNSURE___

28. If yes, what do you feel colleges and universities can do? Comments ________
____
____

29. What are you currently doing in your vocational education program to meet the needs of elderly persons? Comments ____________________
____
____

30. List a couple of the best things you feel are being done to help elderly persons in your vocational program. ____________________
____
____

31. In your opinion, what must be done immediately to help facilitate meeting not only the vocational need but, also affective and cognitive needs of the elderly in vocational education programs? Comments ________________
____
____

32. How could the State Department of Education, more specifically the Division of Vocational Education, assist you in your efforts to extend services to elderly persons? Comments ____________________________
____
____

33. How could the local school division further your efforts and concerns in working with aging persons? Please rank the following options (eg., 1-most important thing it could do, 2-second most important thing it could do, 3-third most...etc. Place a number in each blank on the left.

a. ___ Provide additional resources
b. ___ Provide faculty in-service education
c. ___ Give released time for attendance to seminars and/or conferences on the aged
d. ___ Hire elderly persons as paraprofessionals in the school
e. ___ Establish a program that will involve teachers and older persons working on a common task
f. ___ Establish a gerontology center at the school
g. ___ Others ______________________________
h. ___ ______________________________
i. ___ ______________________________
j. ___ ______________________________
k. ___ ______________________________

IV. OPTIONAL

America is "graying" at an unprecedented rate. It is estimated that by the year 2000, the average life expectancy will be between 105-110 years of age. What are your thoughts on this? Any concerns, admonitions, fears, doubts, etc.??? Not only in terms of vocational education, but all of education.

IV. OPTIONAL (continued)
(use blank space below to respond if you choose to do so - this is optional)

Thank you for your cooperation.